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ABSTRACT

Based on a graduate course, this manual was written to help instructors (professional or volunteer) understand and teach beginning adult learners and other adults with learning problems. The manual is organized into seven sections. The first two sections provide background information on the development of the manual and suggest ways that it can be used. In the third section, a brief history of adult education is given. Section 4 presents some practical applications of learning theories affecting adult education, while section 5 provides information on student assessment, including rationale, auditory discrimination, visual perception, modalities, verbal intelligence, letter symbol recognition, reading, inventories, math inventory, and achievement tests. The last two sections include the following resources: materials to supplement the Laubach reading instructional method and aids for adult basic education students. The manual is intended to be used as inservice for adult basic education teachers, supplemental training for Laubach volunteer tutors, workshops for teachers of adults with learning difficulties, and everyday reference for all adult teachers, directors, and volunteer tutors. (KC)

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HANDBOOK FOR THE TEACHING

OF

BEGINNING ADULT LEARNERS AND/OR ADULTS WITH LEARNING PROBLEMS

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A PRODUCT FORMULATED FOR

STAFF DEVELOPMENT

OF

ADULT EDUCATORS, VOLUNTEER TUTORS AND INSTRUCTIONAL AIDES

CG035944

BY

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OFFICE OF ADULT EDUCATION
DARLINGTON COUNTY SCHOOL DISTRICT

&

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PREFACE

During 1982-83 the Office of Adult Education, Darlington County School District received federal money via a 310 Grant from the Office of Adult Education, South Carolina State Department of Education to:

1. Provide graduate level training for a cadre of 12-15 adult educators who would obtain specialized skills and/or certification in the area of exceptional education.

2. Provide in-service training for other adult educators, i.e., teachers, volunteers, instructional aides, etc.

3. Develop specific staff development products to be utilized at the state and local level to train adult educators.

Twenty-five adult educators from Darlington, Marion, and Florence Counties participated in a 45-hour graduate course taught during the fall semester, 1982, by Dr. A. C. Bickley, Professor, Francis Marion College. This course, "Problems Of Learning: Practical Application of Theory", addressed the needs of the beginning adult student.

Some of the areas studied included: physical conditions affecting learning, common problems of adult students, perceptual qualities of learning, basic problems in teaching language to adults, psychological factors in learning, integration of present and past experiences in an adult's learning, and principles of learning affecting beginning adult students. Emphasis was placed on finding ways to help adult students experience some success quickly.

During the spring semester of 1983 the following students worked under the direction of Dr. A. C. Bickley to prepare this Handbook for the Teaching of Beginning Adult Learners and/or Adults With Learning Problems:

Stella Carmichael
Susan DeWitt
Terry Grainger
Mary Liles
Tommy Liles
Ellen McAlister
Dorothy Murphree

These persons will share the knowledge and skills gained in these courses with other adult educators through in-service workshops, and conferences.

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INTRODUCTION

WHAT THE MANUAL IS NOT.....The persons who have written this manual make no claims to having produced an Everything-You-Have-Ever-Wanted-To-Know-About the beginning adult learner. We have not found the answers to problems facing adult basic students, teachers and volunteers. However, we have found some answers which we would like to share with you.

WHAT THE MANUAL IS.....The purpose of the manual is to help the instructor (professional or volunteer) understand and teach the beginning adult learner and other adults with learning problems.

SUGGESTIONS FOR UTILIZATION.....The writers have attempted to use simple words and phrases to explain technical concepts and learning theories. The overriding motivation has been to produce a practical manual...one that will be used for more than collecting dust...one that will help instructors of adults determine how their students learn, what they already know, where they need to go, and how to get them there. Some specific suggestions for utilization of the manual include:

1. In-service for adult basic teachers;
2. Supplemental training for Laubach volunteer tutors;
3. Workshops for teachers of adults with learning difficulties; and
4. Everyday reference for all adult teachers, directors, and volunteer tutors.

PICK AND CHOOSE.....Don't be turned off by the size of the manual. You will not need everything which we have included. You may plan a workshop on Student Assessment and utilize material only from that chapter. This section is perhaps the most comprehensive collection available in our state. The materials are usable. Proper utilization of this section could revolutionize adult basic education teaching. Laubach volunteers may plan a refresher workshop and use only the chapter on Alternate Systems to the Laubach Method and Learning Tips for Adult Basic Students. New adult teachers and directors might find the entire manual beneficial as they plan instructional strategies, choose materials, or consider staff development. We even dare to suggest that it might be good parallel reading for a graduate course in Methods and Materials in Adult Education or Learning Theories in Adult Education.

STAFF DEVELOPMENT/IN-SERVICE.....Members of the team will be available on a limited basis for workshops and in-service activities in the state.

A BRIEF HISTORY OF ADULT EDUCATION

An objective of adult education is to assist persons sixteen years of age and over to acquire basic skills necessary for survival, new skills that enable them to perform tasks created by new technology, and general enrichment and fulfillment in life. Attempts to accomplish this objective can be traced back as far as recorded history; planned, organized, funded, wide-scale programs for the education of adults are a recent development.

Like many humanitarian projects, organized efforts to meet this need were initiated by the church. The need for continued education in adult life was among the social concerns brought into public focus by the general awakening that followed the Protestant Reformation. In 1636 the Puritans established Harvard Divinity School, which became a pattern for other private schools that for some time provided the chief source of vocational education for adults. In 1727 "The Junto", a discussion club that grew out of the midweek church lectures, was started by Benjamin Franklin. One outcome of this was the subscription library in 1731. Franklin's contribution to this movement merited his being called the patron saint of adult education by Grotton. Women's clubs, parent-teacher associations, service clubs, etc., also helped to lay the foundation for our modern adult education program.

Passage of the Morrel (land grant) Act in 1862 marked an important step in federal funding for education which helped open the way for progress in adult education. The Smith-Lever Act of 1914 and the Smith-Hughes Act of 1917 were significant land marks in the evolution of our present adult education program. More aid came as legislators approved funding programs. The GI Bill of 1944, the Man Power Act of 1962, the Economic Opportunity Act of 1964, and the Adult Education Act of 1966, to name a few, encouraged the establishment of programs to help adults obtain training to enable them to become more employable and responsive citizens.

Adult Education in South Carolina began prior to 1920 when Miss Wil Lou Gray began "Lay-By" schools to teach adults to write their names. She became the state's first supervisor of adult education; followed by Marguerite Tolbert and Lititia Anderson.

In 1964 South Carolina received from the federal government 3/4 million dollars for adult basic education through the Economic Opportunity Grant. In 1965 J. K. East was named Director of Adult Education by the State Department of Education. The following year, 1966, the State Legislature appropriated approximately $45,000 for adult education.

When the Vietnam veterans became eligible for educational benefits, South Carolina experienced peak enrollment in adult education programs. In 1981-82 there was a total of 83,148 adults enrolled in all basic and high school completion programs in the state. This included 33,819 in basic, 38,682 in high school, and 10,647 in veterans training. Only 47,975 (58%) of these were enrolled in programs operated by school districts. The other 42% were in TEC Centers and the South Carolina Department of Corrections.

In 1980-81 the State Department of Education launched a state-wide reading campaign which continues to enlist non-reading adults and match them with volunteer tutors trained by local literacy councils. In 1981 there were 4,306 adults tutored by trained volunteers.

Since 1966, approximately 100,000 adults in South Carolina have earned their high school credentials.

According to Dr. Frank Commander at the State Office of Adult Education, there has been a shift in instructional method from course-content centered classes to a learning lab approach. He estimates that 40% of adult instruction in the state is done in learning labs.

The need for adult education continues to be one of the more pressing needs in the last quarter of the twentieth century. By 1990 it is estimated that one out of every five people in the U. S. Will be over fifty-five. This is more than the number who are now of school age. The median age of the population by the year 2000 is projected to be thirty-five years. At the present time the U. S. Department of Commerce, Bureau of Census, lists 25% or one out of four adults-to-be functionally illiterate. Considering the present trend of budget reduction of education, along with reduction in other public services, both the quantity and quality of young adults entering the field of education is likely to decline. This can only portend an increase in the percentage of adults who fail to achieve functional literacy.

Budget cuts for education in South Carolina since 1981 total 72.9 million dollars, and there is scheduled another reduction of 57.2 million this year. The rate of drop-outs in South Carolina is presently 15%, and social promotion of functional illiterates accounts for adding more educationally handicapped adults to the already crowded work force.

It is encouraging that South Carolina and the Southeast in general, where the attrition rate is highest, are earmarked for a larger appropriation of federal money for adult education. According to J. K. East, State Director for Adult Education in South Carolina, federal funds for adult education in South Carolina will increase probably as much as 10% in the immediate future. While this is welcomed news, the increase in adult education dollars is not sufficient in itself to meet the needs mentioned above.

Crucial to future success of adult education programs is the intensification of public relation efforts to inform and gain popular support in helping to locate and recruit adult students who need this service. Equally crucial is the development of programs which can enable a teacher or volunteer worker to quickly and effectively determine where a prospective adult student is academically and to which approaches the student is most likely to respond positively. Alternative approaches should be provided for students who fail to respond to any given program.

Past research has produced many instruments for diagnostic testing and corrective teaching that require highly trained experts a great deal of time to administer. These instruments are very useful. However, to meet the needs of masses of adult students, practical, informal methods that can be effectively and quickly administered must be developed.

PRACTICAL APPLICATION OF SOME LEARNING THEORIES AFFECTING ADULT EDUCATION

This section includes a simplified form of some leading learning theorists and adult educators. In some instances, clear-cut examples have been given as to how these theories can be put into practice with beginning adult students. In other instances, the application of the theory seems self-evident.

Believing that all adult educators should have a working knowledge of a few basic educational terms, the writers have tried to present these terms with a simplified definition or a description.

NAME: Paul Bergevin

THEORY/PHILOSOPHY: Experience - Security

Experience could give the adult a false sense of security which could make him feel that further learning is unnessary. The adult learner may think he knows more than he does, and then feel threatened in other learning situations.

SOURCE: A Philosophy for Adult Education. Seabury Press, New York, 1967, p.121.

NAME: David Ausubel

THEORY/PHILOSOPHY: Cognitive Learning

There are two ideas of Ausubel that may be useful for the ABE teacher and student:

1) Advanced Organizer: outlining for the student what he is to learn so that he can see the scope of the work before beginning.

2) Cumulative Deficit: this is the idea that the further the student progresses unsuccessfully, the further behind academically he remains.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973.

NAME: Joan Bissell, Sheldon White and Gail Zivin

THEORY/PHILOSOPHY: Knowing something involves knowing it through the various senses. The coordination of the different sensory modalities is an important dimension of cognitive development. There are distinct individual differences in sensory-modality preferences for the way individuals organize information and interact with the environment. Cognitive growth involves a progression from a preference for the kinesthetic modality to a preference for the modalities of sight and hearing. A multisensory approach is essential to foster learning among all students. A visual thinker thinks through images, as though an internal slide projector is at work throwing clear pictures onto his mind. In contrast, verbal thinking is thinking in words. A person who is thinking verbally might "hear" through the mind's ear what the mind's voice "says", as via a tape recorder. Kinesthetic thinking consists of having a mental "feeling" of the texture, contours, and consistency of the environment; as though the mind's "hands" feel the composition and spatial relations among objects.

In adults, each of these three sensory modalities can work "in parallel" with knowledge derived from one modality clarified and supplemented by knowledge derived from other modalities.

SOURCE: "Sensory Modalities in Children's Learning", Cognition, Learning, and Educational Practice. pp. 130-155.

NAME: Jerome Bruner

THEORY/PHILOSOPHY: Cognitive Learning

Bruner said that effective memory results from organization and that organization is likely to be most productive whenever there is interest in the content or when the information to be learned is related to something already known. He emphasized the discovery method of teaching and suggested that "education is experience reorganized." Since knowing is a process and not a product, learning becomes its own reward: no tangible rewards are necessary. He pointed out that students want to learn because of 1) social responsibility and acceptance, 2) admiration for someone who is educated, 3) the need to be competent in a specific area, and 4) the desire to know.

SOURCE: How Adults Learn. J. R. Kidd, Accociation Press, New York, 1973

NAME: James A. Dinnan

THEORY/PHILOSOPHY: People throughout the world bring two common factors to a formal school situation: behavior and a communication language. Most of the world's population do not even get formal schooling; of those who do, some succeed, some do not. There cannot, then, be one communication language as the learning language. "The key lies in the use of the language as a base reference to learn the new codes presented in formal schooling."

Dr. Dinnan goes on to explain his theory with this example. If a teacher is presenting a new code, say the letters "p" and "d", and describes the first as down and the latter as up, the learner may see and hear his understanding of down as "poor" and of up as "sky". Therefore, the student connects the association "sky" with the letter "d". There is no common agreement on what the new code means. The student has no reference - no common measuring rod to unlock the new code.

SOURCE: Journal of Reading Behavior. 1970-71, Vol. 3, No. 1, Winter, p. 5

NAME: E. R. Guthrie

THEORY/PHILOSOPHY: Behaviorism

According to Guthrie, learning is a change of behavior due to a combination of new and old experiences. He also states the learner learns only what he does, not what he accomplishes. That is, it is better for the student to perform instead of the instructor doing his work for him. Guthrie believes practice is useless unless it is purposeful. It is his idea that forgetting takes place not because of passage of time but because the learner may be inhibited by such things as fear of making mistakes, fear of school, fear of failure. He continues by saying a learner may forget also because the response he is accustomed to giving to a stumulus may be different from that to which he is accustomed. For example, the stimulus, or question, may be 1+1= ?; the learner's accustomed answer may be 3; to learn that the answer is 2, not 3, may be difficult for him to remember.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973.

NAME: Harvey, Hunt, Schroder (1961)

THEORY/PHILOSOPHY: Conceptual Systems Theory

This theory suggests that all learners progress through stages. The stages listed below may aid an ABE teacher in determining how best to help the student:

STAGE	CONCEPTUAL LEVEL CHARACTERISTICS	IDEAL TRAINING CONDITIONS
Sub 1	Impulsive, poorly socialized, egocentric inattentive.	Accepting but firm, clearly organized with a minimum of alternatives.
Stage 1	Compliant, dependent on authority, concerned with rules.	Encouraging some independence within normative structure.
Stage 2	Independent, questioning, self-assertive.	Allowing high autonomy with numerous alternatives and low normative pressure.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973

NAME: Robert Havighurst

THEORY/PHILOSOPHY: Stages and Developmental Tasks of Adult Life

In his book, Human Development and Education, Mr. Havighurst divides an adult's life into three stages: early (about 18-30) middle (about 30-55), and later adulthood (about 55 and over). He describes specific developmental tasks for each stage.

To the early adult period, he describes eight (8) tasks which society imposes upon persons and expects them to complete in order to be considered successful and "normal". They are:

1. Selecting a mate (or adjusting to unmarried status).
2. Learning to live with a marriage partner.
3. Starting a family.
4. Rearing children (or learning to relate to the children of others).
5. Managing a home.
6. Getting started in an occupation.
7. Taking on civic responsibility.
8. Finding a congenial social group.

Dr. Havighurst lists developmental tasks for the other two stages of adulthood. Adult education teachers need to be aware of these developmental or expected tasks that society places upon adults and of the stress associated with the accomplishment of these tasks.

SOURCE: Robert Havighurst. Human Development and Education. New York, David McKay Company, Inc., 1953. pp. 257-67.

NAME: L. W. Joll

THEORY/PHILOSOPHY: Reading Comprehension

A learner does not understand material he reads unless he can: 1) pick and choose materials that fit his purpose; 2) question what he reads; 3) reason and pass judgment on the material.

Example:

To be able to read a manual of instructions or a recipe will mean nothing to the reader unless the reader has the particular manual or recipe he needs and can determine from the reading what to do in order to get the specific task done.

SOURCE: "Three Important Levels of Comprehension" Forging Ahead in Reading. Edited by J. Allen Figurel. Proceedings of the Twelfth Annual Convention, Part 1. Newark, Deleware: International Reading Association, 1968.

NAME: Malcolm S. Knowles

THEORY/PHILOSOPHY: Androgogy

Adults and children may learn basically the same things, but there needs to be a distinction of teaching theories between the two. Listed are some of the reasons for making the distinction:

1. In terms of self concept, the adult is more self-directed.
2. The adult generally is directly responsible for his actions.
3. Accumulation of the adult's experiences in many ways aids the adult learner.
4. Adults have had to make adjustments in social roles and set for themselves tasks that they must accomplish if they are to succeed.
5. Social adjustments give the adult learner a readiness to learn.
6. Goals reached by adult learners often are put to immediate use.

Knowles call his theory ANDROGOGY: the deepest need an adult has is to be treated as a self-respecting person. Androgogy is student-centered and problem-solving oriented. Adult students need to work out solutions free from the high cost of error. Adult education needs to rekindle the fires of curiosity which somehow have been quenched. Knowles uses the term androgogy to distinguish between pedagogy, the science of teaching children, and, androgogy the science of teaching adults.

Knowles also mentions three key factors over which the adult learner has no control, yet these factors play a very important part in his being able to learn. They are:

1. The attitude of the teacher toward the learner (such things as the teacher's attitude toward a person's personal improvement and the teacher's attitude toward a person who may have views different from his own);

2. The emotional and external setting of where the learning is to take place; and

3. How the learner is first received into the learning situation, sometimes even the first contact when entering the program.

Example

Tuesdays and Wednesdays are bad days for Abe. He just does not make any progress learning to read on those two days. He has been attending adult school for seven months now. Abe can't understand why he does much better work at school on Mondays and Fridays than he does the other two days. He uses the same materials on all four days. He likes his younger teacher who teaches on Mondays and Fridays; even though his Tuesdays/Wednesday teacher is very nice and helps him when he doesn't ask for help. On a Monday night when he attended his first reading class, the younger teacher and he talked about football for most of that first class. Both he and his teacher pull for the Atlanta Falcons. It seems that the Tuesday/Wednesday teacher never has mentioned anything he either likes or dislikes. Another thing good about Monday/Friday nights is that most of the other students who attend those two nights are older than Abe. He enjoys hearing the older people talk about the "good old days".

SOURCE: The Modern Practice of Adult Education. Associated Press, 1970, New York, New York.

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NAME: Curtis G. Larson

THEORY/PHILOSOPHY: Adult Experience

Adults are products of the experiences they have had. Some of the adult's experiences may act to hinder the adult learner's ability to learn. However, with proper instruction the adult will learn.

Example

As a child, a particular person had very little success in school. Now, this person is 42 years old and wants to get more education. No success means being a failure and school was a bad experience. By dropping out of school, the person temporarily cured the problem of being unsuccessful. Now this person is an adult student. If a teacher can recognize the need for this person to have just a little success in learning, the learner will be able to look at the learning situation as a good experience.

SOURCE: "The Adult Learner: A Review at Recent Research." American Vocational Journal. XLV, September, 1970.

NAME: Kurt Lewin

THEORY/PHILOSOPHY: The Person Theory

The desire to know or to act a particular way causes unrest in the learner. To get rid of this unrest the learner must learn whatever it is he wants to know.

Example

Mrs. Learner has three children. The youngest finished college last year. Now all three of her children are college graduates and have good jobs. Mrs. Learner is 51 years old and decides that she wants to be able to read and write more than just her name. She has always worked on the third shift at a local plant and she makes a good salary. As a wife and a mother, she is and has always been successful. Yet, learning to read and write will be the only way she can satisfy a desire she has had for a long time.

SOURCE: Fritz Heider. "The Gestalt Theory of Motivation." Nebraska Symposium on Motivation. Edited by M. R. Jones. Lincoln, Nebraska. University of Nebraska Press, 1968.

NAME: Edward C. Lindeman

THEORY/PHILOSOPHY: The resource of highest value in adult education is the learner's experience. The approach to adult education is via the route of situations, not subjects. The resource of the highest good in adult education is the learner's experience.

SOURCE: The Meaning of Adult Education. Lindeman. Harvest House, Montreal, 1961, p.9.

NAME: Irving Lorge, Columbia University

THEORY/PHILOSOPHY: The time required for learning increases with age, but the power to learn does not decline significantly from its peak.

SOURCE: How Adults Learn Faster. A Practical Handbook for Adult Students. National Association for Public Continuing and Adult Education, 1961.

NAME: Morgan, Holmes and Bundy

THEORY/PHILOSOPHY: Motivation and Learning

"Learning is an emotional problem as well as an intellectual one; consequently the student must want to learn or he will not achieve much, if anything, especially if he is an adult.

"Adult education takes advantage of the other person's superior ability to solve problems which requires reason and judgement. Adult education ties in with the experiences of adults, with their behavior patterns, with their basic loyalties, with their aptitudes, and with their environment. It tries to discover what kinds of materials mature people can best learn and by what procedure they can learn most effectively."
"The learner in adult education does not make much progress unless he knows in what respect he is succeeding and in what respect he is missing the mark. A desirable situation in adult education is where the adult is able to judge his own work by using a set of criteria or standards."

SOURCE: Barton Morgan, Glenn E. Holmes, and Clarence E. Bundy: Methods in Adult Education, 3rd Edition. (Danville, Ill., The Interstate Printers and Publishers, Inc.), 1976, pp 19-24.

NAME: Jean Paiget

THEORY/PHILOSOPHY: Cognitive Learning

In describing his operational structures, Piaget offers some concepts which prove advantageous to adult educators. He says learning is enhanced by 1) maturation of bodily and mental processes; 2) experiences carried into the learning situation; 3) interaction with society; 4) inner discipline of the person himself.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973.

NAME: Louis Raths, Merrill Harmin, And Sidney B. Simon

THEORY/PHILOSOPHY: Values Structures

The nature of the learning process puts teachers in a position where the teacher's own values can influence values of the learner. Aspirations, attitudes, beliefs, and interests are areas about which teachers may only raise questions. Teachers do not have the right to dictate to the learner concerning the learner's values.

Learning has taken place when the learner is able to 1) choose freely from alternatives; 2) think about the results of each alternative; 3) do something with the choice made; 4) be willing to stand by the choice. To be able to make good decisions, one must be able to consider the possible results from alternatives.

SOURCE: Values and Teaching. Columbus, Ohio. Charles E. Merrill Books, Inc.

NAME: Nancy K. Schlossberg

THEORY/PHILOSOPHY: Counseling

All adults experience major changes throughout their lives. The order and the nature of experiences are not alike for all adults. Change in status and roles may require new sets of relationships, expectations, and self-evaluation. Therefore, adults often need their teachers to provide simple, basic counseling.

SOURCE: "Adults Need Counseling, Too". Michigan, 1973.

NAME: B. F. Skinner

THEORY/PHILOSOPHY: Reinforcement

B. F. Skinner suggests that a correct response which has been rewarded will not only stay with the student for a longer period of time but will also result in his giving this correct response more frequently. For example, the adult student correctly completes a difficult reading exercise. In class the teacher congratulates the student and gives him a reward. This reward could be a pencil with his name on it, or the reward may be longer break during class time. According to Skinner, because the student was rewarded, he should be able to repeat the reading exercise with success, and he should be able to retain the information learned in the reading exercise for a longer period of time.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973.

NAME: Edward L. Thorndike

THEORY/PHILOSOPHY: Learning Power - Learning Rate

Thorndike demonstrated that age was not a significant factor in learning. A person of any age could learn.

Thorndike's three laws of learning are: 1) learning can progress well if the process is pleasant; likewise, the process can be retarded if the process is laborious; 2) learning can be accomplished through meaningful repetition; 3) if the student is ready to learn, he will do so easily; 4) and if the student is not ready, learning will not take place.

Thorndike also believed that there is an age when the learner can learn best. No matter how smart the person is, the rate of decline in ability to learn is the same for everyone, and this decline is very small. Questions have been raised concerning Thorndike's ideas about decline in learning ability due to increased age. It has now been shown that, although speed in learning may show a decline as age increases, learning ability does not decline because of increased age.

SOURCE: Adult Learning. New York, New York. McMillan Company.

NAME: Edward Tolman

THEORY/PHILOSOPHY: Meaningful Instruction

A student learns well if he knows why he is working, for what purpose he is working, and if he sees that the work is a means to an end for his personal goal.

SOURCE: How Adults Learn. J. R. Kidd, Association Press, New York, 1973.

NAME: Collie Verner and Alan Booth

THEORY/PHILOSOPHY: Learning Ability and Rate

"A desire to learn and interest in the material to be learned appear to exert the greater impact upon ability to learn than any other factor." They define motivation as goal-directed behavior growing out of the needs of an individual at a specific point of time in a specific situation. Teachable moments occur when the amount of energy expended in fulfilling a task is high and the individual is receptive to information directly related to the fulfilling of that task. Simply stated, when adults want to learn, they do a fast and efficient job of it.

Any adult can learn anything he wants to learn at any age about as well as he could have learned it at the peak of his learning ability if he allows enough time, The more experience an individual has in learning new material, the quicker he can attach new learning tasks. Learning is the best cure for an adult's inability to learn. Verner also suggests adult education is a relationship between an educational agent or institution and a learner in which the institution selects, arranges, and directs a sequence of progressive tasks which can provide learning experiences for those adult learners who choose to participate.

SOURCE: Adult Education. Collie Verner and Alan Booth. Center for Applied Research in Education, Inc., New York, 1967, pp. 21-23.

NAME: Coolie Verner and Catherine V. Davison

THEORY/PHILOSOPHY: Physiological Factors in Adult Learning and Instruction

VISUAL ACUITY

1. Vision is 85% of learning;
2. Visual acuity varies little between ages 15 and 45;
3. Because of aging process, the lens of the eye loses its elasticity and cannot focus readily;
4. At age 35 there is a gradual loss in color sensitivity beginning with a loss of yellow-blue discrimination;
5. The average pupil in the normal eye will admit only about one half as much light at age 50 as at age 20; and
6. Day to night vision is further accentuated.

AUDIO ACUITY

1. A person's ability to detect sound is maximum between ages 10 and 15;
2. There is a gradual, consistent decline in audio acuity until age 65; and
3. There are more vision problems than hearing problems.

AUDITORY DISCRIMINATION

1. Auditory discrimination is the ability to attach meaning to sound;
2. Loss in ability to hear high pitched sound usually occurs after age 40; and
3. The loss in low tones is not recognized.

SOURCE: Psysiological Factors in Adult Learning and Instruction. Tallahassee, Florida, Florida State University, 1971.

NAME: Ruth C. Wylie

THEORY/PHILOSOPHY: Meaning Instructions

A learner will learn faster and more thoroughly studying things in which he is interested and with which he has had experience.

Example:

Malathion: defined in Webster's New Collegiate Dictionary as a toxic thiophosphate insecticide. Teaching a farm worker to read and know the meaning of this word, malathion, will be easier than trying to teach the same word to a person who works in a bakery. The farm worker may have had some experience with the word. To be able to use the word properly will be of value to him. When the material to be learned is of value to the learner, then learning itself has value.

SOURCE: "The Present Status of Self-Theory." Handbook of Personality Theory and Research. Edited by E. F. Borgatta and W. W. Lambert. Chicago, Illinois. Rand-McNally Company, 1968.

EDUCATIONAL TERMS

INCIDENTAL LEARNING	---	learning which takes place incidentially. Example: it may occur by labeling objects in the classroom without calling attention to them.
CUMULATIVE DEFICIT	---	an accumulation of non-learning. It is a snowball: What you don't know gets bigger as you move along through life.
REGISTERS	---	the use of language that is appropriate and acceptable to particular places and persons. For example, one person will use one type of language at the bowling alley and another type of language in public speaking, say at church.
CRITERION REFERENCED	---	testing what is taught.
PRO-ACTIVE INHIBITION	---	"old" learning that interferes with processing new information. With many adults it takes a long time to overcome pro-active inhibition and intergrate the present (or new) experiences into the past (or old) learning experiences. Old learning may be modified little by little in order to produce new learning patterns.
HAPTIC OR TACTILE	---	perceptible to touch. Of or relating to the sense of touch. Sometimes called haptic.
CODE APPROACH	---	the breaking down of words and sounds as in phonics or as in a part by part approach. The "sounding out" of words or phrases, i.e., c-a-t.

MEANING APPROACH --- reading which involves the whole word and includes the teaching of word configurations, like --- that then than. The whole word approach to reading is less stressful to an adult than the code approach.

ASSIMILATION PRINCIPLE --- when faced with a new situation, the response will resemble an earlier response made to a similar situation.

ACCOMMODATION PRINCIPLE --- the shifting of a response to a new situation of which the student is already sensitive of knowledeable.

MENTAL SET --- an attitude or feeling that causes a person to be ready to learn something new or causes one to reject an event or new information.

COGNITION --- the act of knowing, including both awareness and judgment. Cognition is enhanced by sensation, or becoming aware of an idea, object, or skill, and perception, which is attaching meaning to sensation. Cognition occurs when reasoning and judgment follow sensation and perception. For example, one may be aware of a numerical figure (Sensation). One then perceives that this numerical figure called "2" (Perception). Cognition occurs when this person knows or reasons that the figure "2" means more than the figure "1" and less than the figure "3".

GESTALT PSYCHOLOGY --- a theory or school of psychology which explains a mental process as a unified response to a total situation and not as an adding up of separate responses to the separate components of a situation. Stated simply, the whole is greater than the sum of the parts. After looking at the different parts of a situation or a problem in a trial and error fashion, a person may suddenly see the total situation as if a light bulb were turned on. "Oh yes, I know what you mean. I see the whole clearly." It is the type of learning where all of a sudden everything "clicks" and the understanding falls into place. The understanding is not fragmented nor arrived at by summing up the parts; it is seen whole.

COGNITIVE STYLE --- the way a learner perceives information. Global learners perceive from the totality to the specific. Analytical learners perceive from the specific to the whole. Students learn much faster when instruction is matched with their cognitive style. Some students are able to switch the way they perceive things: Others are very rigid and unable to switch. The teacher needs to accommodate for this.

MODALITY --- the way a student processes information. Sensory Modality refers the primary mode or method of processing information through the senses: hearing, seeing, touching. This, we refer to as a visual learner as one who processes information primarily through images and a verbal learner as one who might "hear" the information in the mind. Research shows that when information is presented in a student's dominant style (or modality) learning will improve.

PLATEAUS --- in many learning situations a person may make significant gains initially only to be followed by a period of no gain followed again by further progress punctuated by periods of no gain. The occasions on which the learner's performance levels off are called plateaus.

There are two initial patterns: 1) The initial learning is rapid and the plateau does not appear in the early stages, but when it does appear, it tends to be wide and this phase can be exceedingly frustrating to the learner; 2) The early gains are slow, but after a certain stage is reached progress is rapid and the plateaus may be of slight dimension.

The first pattern is often found in the learning of some simple skill where the principles can be readily grasped. The second pattern is found 1) where the principles are more difficult and different from those already experienced; 2) where, as in the learning of a language, there must be a certain number of words learned and/or a certain amount of ear training before any real progress is possible; and 3) where extensive unlearning is necessary to remove old habits that interfere with new information.

The curve is one of the most effective means of helping the teacher or the learner sense when something must be done. If the performance is steadily rising, one might assume that the learning is proceeding in satisfactory fashion. If, however, a plateau has been reached, it may be the signal for a change in the learning practice.

PLATEAU continued ---

It may be essential to continue for a time on the plateau if it represents the period when the student is integrating the new experience or information.

How can the learning plateau be interrupted? By increasing motivation, improving methods of teaching, seeing whole problems in order to understand particular information or skills, and shortening the periods of activity which are repeated more often.

Teachers of beginning adult readers need to be aware of the plateau principle and find ways to interrupt them.

STUDENT ASSESSMENT

I. General Statement

II. Auditory Discrimination

III. Visual Discrimination

IV. Visual Perception

V. Modalities

- A. Auditory
- B. Visual

VI. Cognitive Style

VII. Peabody Picture Vocabulary

VIII. Letter Symbol Knowledge

IX. Initial Reading Inventory

- A. Sight Work Inventory
  1. Slosson Oral Inventory
  2. San Diego Quick Gauge
- B. Informal Reading Comprehension Inventory

X. Math

- A. KeyMath
- B. Breakthrough To Math
- C. Time Test
- D. Money Test

XII. Achievement Tests

RATIONALE AND OVERVIEW FOR DIAGNOSING

Each adult student comes to his learning environment with a unique variety of experiences, interests, achievements, abilities, and disabilities. It is from this global understanding that the adult instructor must diagnose, analyze, prescribe, and refine a viable curriculum suited to the needs of the learner. To prescribe a program without a thorough diagnosis is like the doctor prescribing the medicine before he knows the disease. Instructors must remember that proper disgnosis is the master key to helping the learner unlock the storage houses of his mind.

To help the learner most effectively, it is imperative that the instructor assesses not only the learner's achievement levels, but how the learner best learns - how he processes and organizes information. The "whats" and "hows" are crucial to his learning. Determining the answers to the following questions is a prerequisite to establishing a student's proper placement:

(a) Does the student hear likenesses and differences in sounds? (Auditory Discrimination)

(b) Does the student see the likenesses and differences in symbols? (Visual Discrimination)

(c) Can the student re-auditorize a series of symbols introduced to him auditorially? (Auditory Modality)

(d) Can the student re-visualize a series of symbols introduced to him visually? (Visual Modality)

(e) When presented with a set of pictures, does the student perceive the pictures in their entirety or in their parts? (Perceptual or cognitive style - global vs analytic thinking).

With assessment of the student's readiness satisfied, the instructor is now ready to proceed to check the background knowledge of the adult basic education student. The following inventories may be used to:

(a) Verbal knowledge
(b) Ability to recognize letters
(c) Recognition of sight words
(d) Reading Comprehension level
(e) Mathematic strength and weakness
(f) Ability to tell time
(g) Ability to count and to use money.

An adult education achievement test should be administered later. It is to be used as the student progresses.

AUDITORY PERCEPTION

Auditory perception is the ability to obtain meaning in sound units or words.

AUDITORY DISCRIMINATION

Auditory discrimination is the ability to identify a letter that stands for a specific initial sound in a word, to hear differences in sound units, and to discriminate among words different sounds.

INSTRUCTIONAL IMPLICATIONS

(What to do if .....)

When poor or inadequate auditory discrimination does exist the instructor should develop special techniques to help the student increase auditory perception. While the student is developing his auditory perceptual skills, it will be necessary for the instructor to teach and to direct the student with visual codes and materials.

It also should be remembered that if the student does not make strides in increasing his auditory perception, the student should always be taught visually.

DIRECTIONS FOR ADMINISTERING AN INFORMAL AUDITORY DISCRIMINATION TEST

To measure the ability to hear accurately the fine differences that exist among the phonemes of our speech, we have created a simple, informal auditory discrimination test that is similar to the Wepman Auditory Discrimination Test.

This test is easily administered. The examinee faces away from the examiner. The examiner then reads to the examinee a total of forty word-pairs, and asks the examinee to state whether the word-pairs called are the same in sound or different in sound. The examiner marks each pair as a plus or a minus, depending upon the examinee's response. A plus ("+") is marked if the response is correct; a minus ("-") is marked if the response is incorrect.

Upon completion of the test, the examiner totals the number of errors made (as shown by a minus ("-"). The sum of the minus responses, signaling incorrect responses should not exceed THREE (3) out of the forty word-pairs for an adult. If the number does exceed the limit of three incorrect responses, inadequate auditory discrimination exits.

Directions to the student before administering the auditory perception and discrimination test are as follows:

> "I am going to read to you two words at a time. I want you to tell me if I say the same word twice or if I say two different words."
>
> "If the two words said to you are exactly alike, you say (same) or (yes); if the two words said to you are not exactly alike, you say (different) or (no)."
>
> "Now, let's try a few pairs of words for practice."

Example A	"Man" "Man"	Example C	"Pet" "Pat"
Example B	"Vow" "Bow"	Example D	"Cat" "Cap"

> (Pause and wait for the response. If the student answers correctly, go to the next pair; if not, explain what he is to do again and repeat example "A". When the practice is completed and you feel that the student understands the task, have him turn away from you. At no time, should the student face you when you read to him the words, nor should he be allowed to see the words on the test.)

AUDITORY DISCRIMINATION TEST

Name _____ Examiner _____

Birthdate _____ Date Tested _____

		S	D	+, - Column
1.	blue blur			
2.	loose loop			
3.	make male			
4.	yellow fellow			
5.	play play	X		
6.	where there			
7.	ran rat			
8.	find fire			
9.	hid hide			
10.	loaf load			
11.	mine mane			
12.	peck pick			
13.	push bush			
14.	wheel will			
15.	raisin race			
16.	quite quiet			
17.	but bud			
18.	sorry sorry	X		
19.	sheet sheep			
20.	rub rub	X		

		S	D
21.	as ask		
22.	nose chose		
23.	bore pour		
24.	cheap cheat		
25.	duck dock		
26.	mine mine	X	
27.	grade graze		
28.	vane pane		
29.	kick kick	X	
30.	live lip		
31.	fake fate		
32.	pencil pencil	X	
33.	witch which		
34.	vase base		
35.	see see	X	
36.	test tent		
37.	tongue rung		
38.	win win	X	
39.	certain curtain		
40.	chin shin	X	

Error Score Same Different

S = Same

D = Different

VISUAL DISCRIMINATION

Visual discrimination is the ability to perceive and to distinguish differences among symbols within a given set of symbols.

DIRECTIONS FOR ADMINISTERING AN INFORMAL VISUAL DISCRIMINATION ASSESSMENT

Directions to Instructor:

When visually presented with four symbols (design, letter, or words), the student is able to demonstrate which design, letter, or word is different from the others given in the set.

If the examinee makes TWO (2) incorrect responses out of the twenty (20), inadequate visual discrimination exits.

VISUAL DISCRIMINATION ASSESSMENT

Directions to Students:

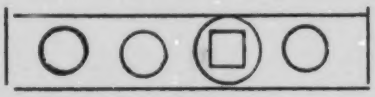
"I am going to show you a chart with twenty-one (21) rows. You are to look across each row and circle any word, letter, or symbol that is different from the others in the row."

"Before beginning, let's practice. Look at the example box on the next page. Choose the symbol in the box that is different from - or not alike - the others in the row."

(Pause and then say, "Did you choose the square symbol as the symbol being different from the others? Good, continue on down the page.")

INFORMAL VISUAL DISCRIMINATION ASSESSMENT

Example:



1.	LEASE	LEASE	LEASE	LEASH
2.	BOLD	BALD	BOLD	BOLD
3.	M	M	N	M
4.	THIN	THIN	THIN	THEN
5.	JOB	JOB	JOB	JOB
6.	NO	ON	ON	ON
7.	CLAM	CLAM	CLAN	CLAM
8.	WAS	WAS	WAS	SAW
9.	WED	WEB	WED	WED
10.	H	I	H	H
11.	SOLD	MOLD	SOLD	SOLD
12.	THROUGH	THOUGH	THOUGH	THOUGH
13.	STOP	STOP	STEP	STOP
14.	MICE	NICE	NICE	NICE
15.	THAN	THAN	THAN.	THEN
16.	CAP	CAT	CAP	CAP
17.	HEAR	NEAR	HEAR	HEAR
18.	DEER	BEER	BEER	BEER
19.	COUNTY	COUNTRY	COUNTY	COUNTY
20.	ABOUND	AROUND	AROUND	AROUND
21.	MISS	MESS	MESS	MESS

VISUAL PERCEPTION

The ability to identify the identical symbol within a given set of symbols.

VISUAL PERCEPTION ASSESSMENT

Directions to Students:

"I am going to show you a chart containing seven (7) rows. You are to look across each row and circle the two (2) letters which have the exact same picture of words or symbols.

"Before beginning, let's practice. Look at the example box on the next page. Choose the symbols in the box which are alike. Circle them. (pause) did you choose "A" and "C"? Good! Continue on down the page."

INSTRUCTIONAL IMPLICATIONS

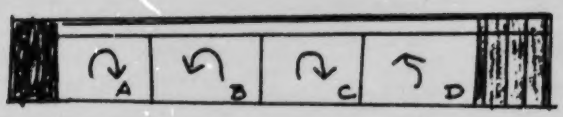
("What to do if .....")

When poor or indequate visual perception and/or poor discrimination exits, it is mandatory that the instructor develop special techniques for helping the student increase his skills in visual perception and discrimination. In the interim, however, while the student is developing his visual skills, it will be necessary for the instructor to teach and direct the student in an oral format.

It also should be remembered that if the student does not make strides in developing visual perception, the student should continue to be taught auditorially.

VISUAL PERCEPTION ASSESSMENT

EXAMPLE



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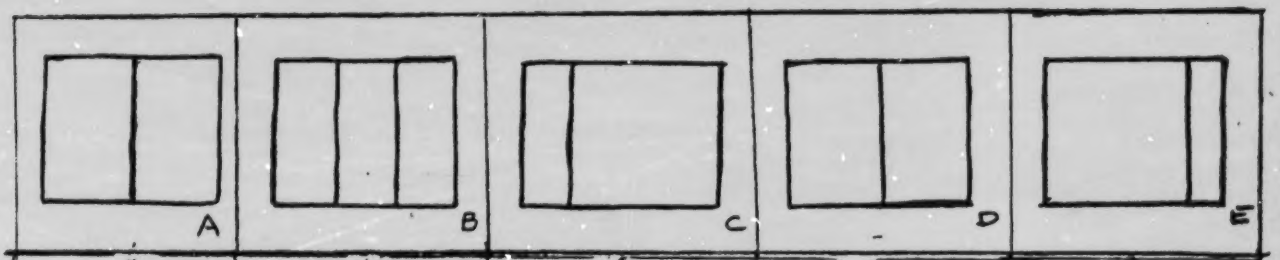
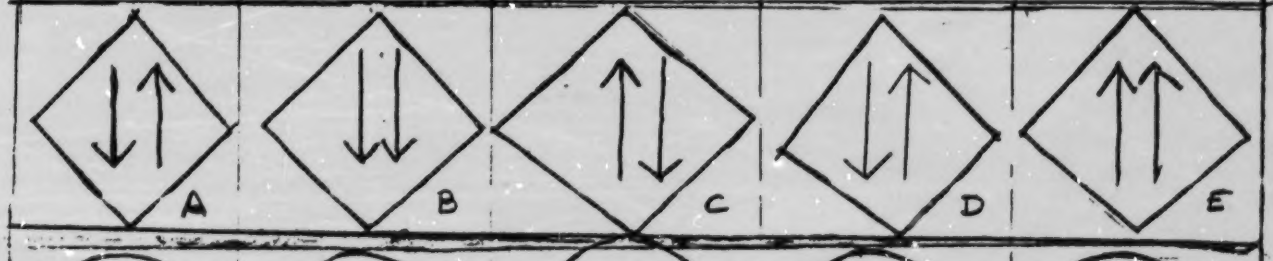


2.



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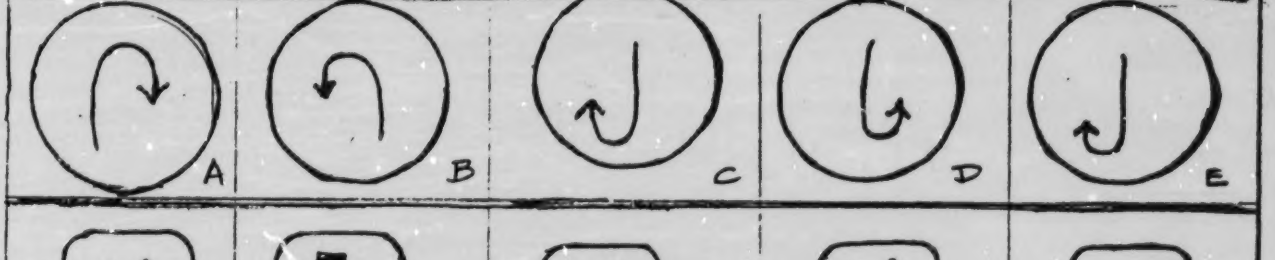

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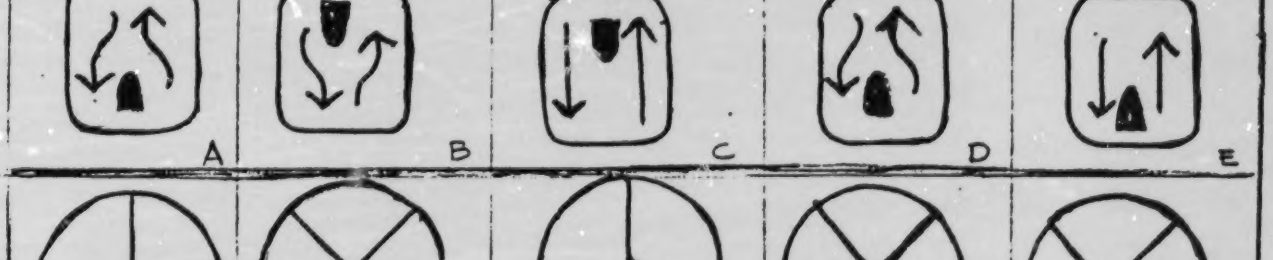

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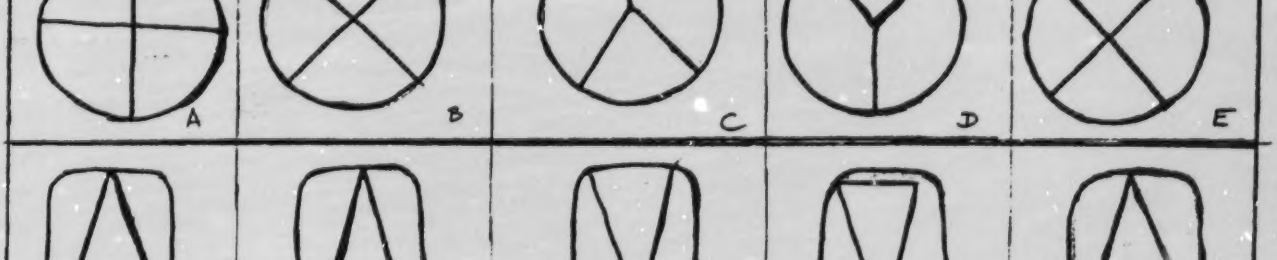
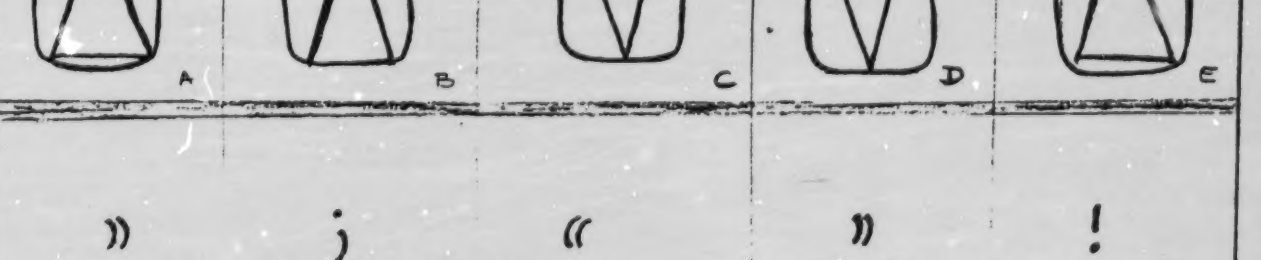


6.



7.

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MODALITIES

Modalities refer to the ways in which a person utilizes sensory stimuli to help him receive and process information.

As an individual goes through the processes of learning, he usually depends upon one, two, or a combination of the five basic senses (sight, sound, touch, taste, smell) to help him in the learning process.

All individuals use combinations of the five (5) senses to help them learn, but they usually depend upon one sense more than the others to give them strength and reinforcement. The individual who learns best using his sight is said to be a visual learner. The individual who learns best through sound is said to be an auditory learner. If the individual learns best using a combination of touch and kinesthetics (body movement), he is said to be a haptic learner.

DIRECTIONS FOR PRODUCING MODALITY PLATES

1. Using the modality check sheets, make each of the nine (9) rows into a card. (Make the cards large). *The instructor uses the cards to show the student pattern sequences or to call out pattern sequences to the student.

2. Cut out five (5) sets of each one of the symbols - five (5) circles, five (5) diamonds, five (5) squares, and five (5) triangles.

   (*The student will use these symbols to reproduce patterns, the instructor shows or calls out to him).

VISUAL MODALITY ASSESSMENT

Instructions to Instructor:

There are nine (9) sets of cards showing varying numbers of symbols on each card. Show the examinee the first card containing one symbol. Allow the examinee to view the symbol card for two seconds; then ask the examinee to reconstruct what was on the card using the symbols on the table before him. After the examinee finishes the reconstruction, the instructor marks through any symbols on the check sheet that the examinee answered correctly. If the examinee reversed any symbol in a sequence, count that as an error and leave unmarked. Continue on in the same manner, each time showing the card, allowing time for reconstruction, and marking the score sheet if the reconstructed symbols were answered correctly. Show the card with one symbol, then the card with two symbols, then three, etc.

Stop testing the examinee when the examinee has made errors in two consecutive sequences or when he has completed the test in its entirety.

When the examinee has gone as far as he can in the Visual Modality Assessment, the instructor totals the examinee's answers on the Visual Modality check sheet, giving one point for each symbol the examinee answered correctly.

Proceed to the Auditory Modality Assessment upon completion of this test.

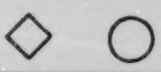
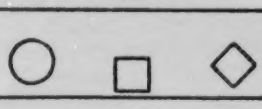
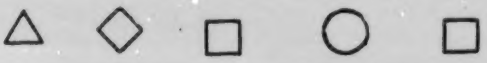
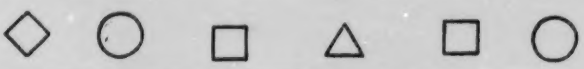
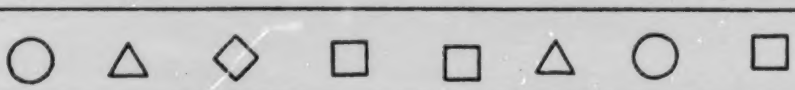
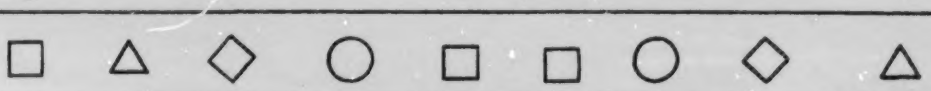
INSTRUCTIONS FOR THE VISUAL MODALITY ASSESSMENT

Instructions to the Student:

"I am going to show you a card. The card has pictures of different shapes on it. Look at those shapes. When I take the card away, take the loose shapes on the table in front of you and arrange them in the same order as the card I just showed you. "

There are only four (4) shapes. They appear several times.

VISUAL MODALITY
CHECK SHEET

Row 1	
Row 2	
Row 3	
Row 4	
Row 5	
Row 6	
Row 7	
Row 8	
Row 9	

TOTAL VISION CORRECT [ ]

AUDITORY MODALITY ASSESSMENT

Instructions to Instructor:

On the Auditory Modality Assessment use the same cards as were used in the Visual Modality Assessment, but this time instead of showing the examinee the card, the instructor reads the examinee the symbols from each card. The examinee is them asked to reconstruct what he has heard using the symbols on the table before him.

The instructor does not repeat what he has read; he reads it just once; nor does the instructor allow the examinee to see the cards from which the instructor has read.

After the examinee finishes reconstructing each card read aloud to him. The instructor uses the Auditory Modality Assessment check sheet to mark through each symbol the examinee answered correctly. The instructor leaves unmarked any incorrect answers. Incorrect answers are those in which the examinee has left out symbols or reversed symbols in his reconstruction process.

The instructor continues in the same manner. From each new card, he reads the symbols, he allows the examinee reconstruction time, and then he marks the examinee's check sheet.

The instructor stops testing when the examinee has made errors in reconstructing two consecutive sequences or when the examinee has finished reconstructing the set of nine (9) cards.

When the examinee has gone as far as he can in the Auditory Modality Assessment, the instructor totals the examinee's answers in the Auditory Modality check sheet, giving one point for each symbol the examinee answered correctly.

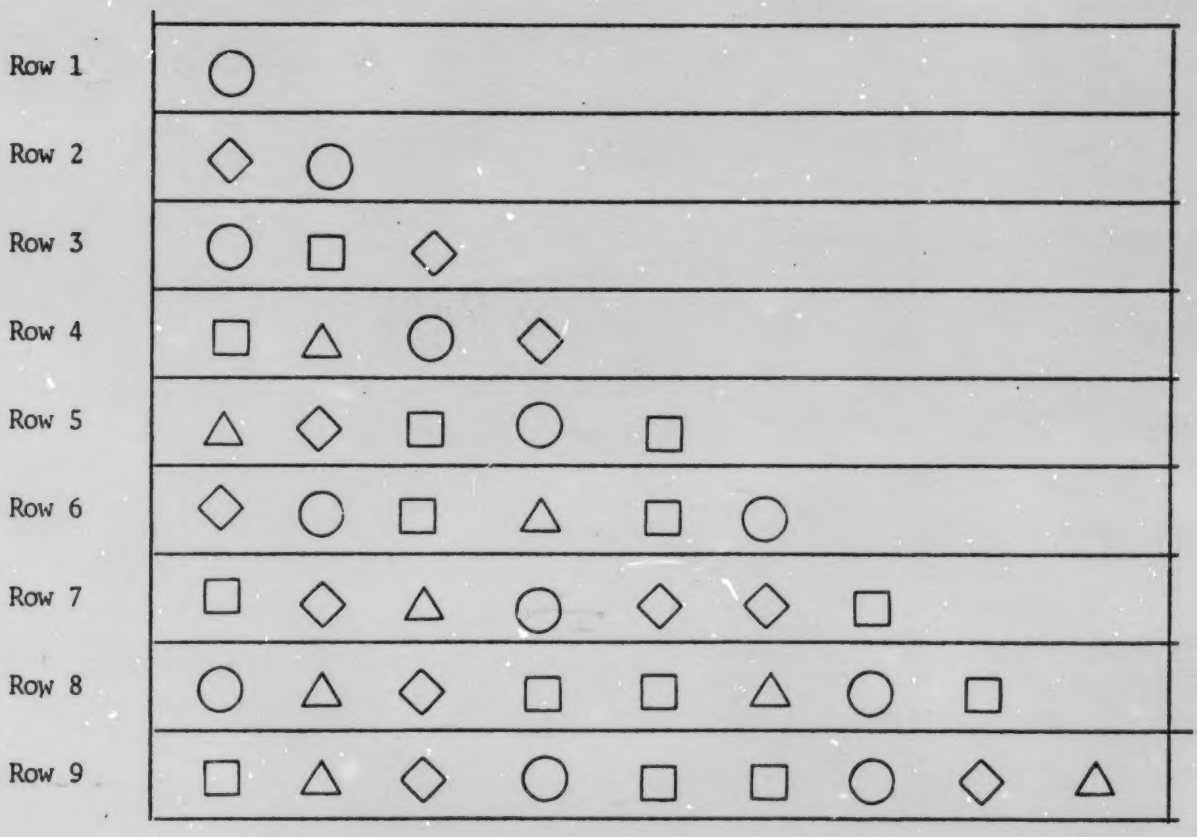
INSTRUCTIONS FOR THE AUDITORY MODALITY ASSESSMENT

Instructions to the Student:

"This time I am going to read aloud the names of shapes. I shall read them to you only once, so listen. When I finish reading, take the loose shapes on the table before you and make the pattern that I have just read. Make sure that you put the shapes in the exact order in which I read them."

"I shall gradually increase the number of shapes read to you. You continue to make what you hear until I tell you to stop."

AUDITORY MODALITY
CHECK SHEET



TOTAL AUDITORY CORRECT ____

47

INTERPRETATION OF SCORES

Upon completion of both the Visual and Auditory Modality Assessments, the instructor should compare the scores of the two tests. If there is as much as five points between the two Modality Assessment scores, the modality with the higher number is the stronger or dominant modality. That is to say, if the examinee's visual score was five or more points higher than his auditory score, that individual would be a visual learner. Conversely, if the examinee's auditory score was five or more points higher than his visual score, that individual would be an auditory learner.

If there is a smaller difference than five (5) between the two modality assessments, the person is thought to have mixed modality strengths.

INSTRUCTIONAL IMPLICATIONS
("What to do if .....")

Before an instructor can effectively help an individual learn, he must first determine by which modality the individual best receives and processes information. If the individual best receives and processes information by the visual mode, that individual should be taught by being given visual instructions and materials. If the individual best receives and processes information by the auditory mode, that individual should be taught by using an auditory format. The instructor should give the student oral directions and instruction. The instructor should also use audio equipment with the individual to help reinforce the individual's ability to learn.

COGNITIVE STYLE

Cognitive or learning style refers to the way a person learns best. If a person sees a thing in it's entirety, he is a global learner; if a person learns best by seeing the part of a thing before he sees the whole, he is an analytical learner. If the learner is able to switch back and forth in his thinking between analytic and global, he is an integrated learner.

INSTRUCTIONAL IMPLICATIONS
("What to do if .....")

All people have a style in which they learn best. If the instructor is to help the student reach his highest potential, the instructor needs to determine in which style - global, analytic, or integrated - the learner learns best , and to gear the student's instruction to his individual style.

This is accomplished through the use of part of the "Bickley Assessment of Cognitive Style (BACS).

COGNITIVE STYLE

Instructions to Instructor:

Explain to the student that he will be looking at nine (9) sets of pictures. Within each set there will be three (3) pictures. Ask the student to look at the pictures and to choose two (2) things that are alike and tell why he thought the pictures were alike.

After the student has made his choices of similarities from the nine sets, he is asked to look at them again and to choose from the same pictures something he sees alike, but different from his first set of responses. The student is told that he may use the same letters in the second assessment as long as he gives a different reason for doing so. The student is asked to mark his answers on a new answer sheet.

When the student finishes the tests, the instructor determines whether the student's responses are global in nature or analytic in nature. If the student's answers showed that they saw the whole of a picture rather than a part of it, the student's responses would show global thinking. In other words the student sees things in their wholeness - or entirety - rather than in their smaller parts.

The instructor would mark a "G" for global by any responses showing that kind of thinking.

If, on the other hand, the student's choice showed his having seen only a part of a picture rather than the whole of a picture, the student's response would show that he is analytic in his thinking.

The instructor would mark an "A" for analytic by any response showing that kind of thinking.

In the example page shown, if the student answered A & C as being alike because they are two books, the instructor would mark the student's answer as global. If the student marked A & B as being alike because there is a tear on each, the instructor would mark the student's answer as analytic.

Once the two cognitive style assessments have been completed the instructor begins to total the student's responses on both answer sheets. Total the global responses first; next, total the analytic responses. Compare the total of each type of answer using the guidelines listed below:

Of the nine (9) places on the test, if there are nearly equal amounts of both global and analytic answers, the student is thought of as not having developed a dominate cognitive style. However, if the student has a predominance of one type of response (analytic or global) on the first exposure to the test and a different type of response the second time, he is considered a flexible integrated learner. Also, when confronted by a new and different instructional approach, the student, rather than feeling theatened, would probably be challenged by the new approach.

COGNITIVE STYLE - continued

On the other hand, if the student answers with an overwhelming majority in either the global or analytic areas, the student learns best when taught in that modality. For instance, if the majority of the student's responses were in the analytic area, the instructional implication is that the student needs to be presented with instruction that is geared to teaching things in little bits and pieces, and in going from the part to the whole if the student is to reach his highest potential.

COGNITIVE STYLE ASSESSMENT

Instructions to Student:

"I am going to show you some pictures. You are to look at the three (3) pictures marked A, B, or C on each page and tell me which two are alike in some way."

"Before you begin, let's practice what you are about to do. Look at the example page. What two things do you see alike? Now tell me why they are alike. O.K. Let's begin."

Instructor:

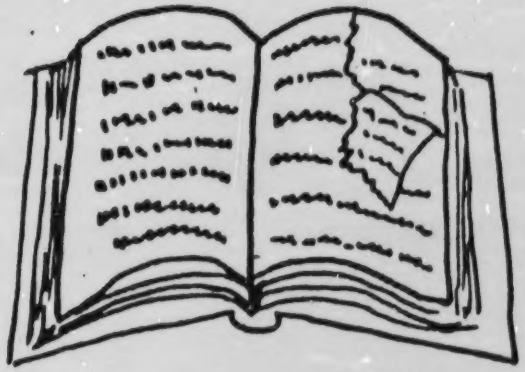
(Pause. When you are sure you the student understands, begin showing him the pictures so that he can make his choices of similarities). You give the test twice.

Name _____

EXAMPLE: 2. A_____ B_____ C_____ Because_____
2. A_____ B_____ C_____ Because_____

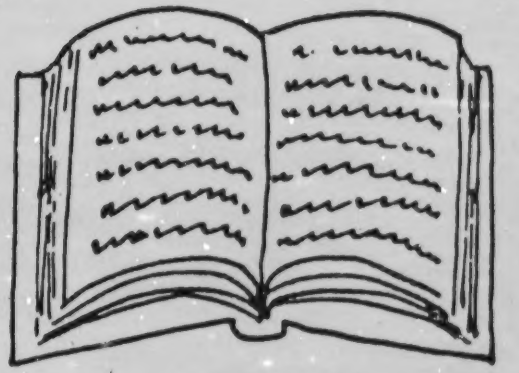
1. A_____ B_____ C_____ Because_____
2. A_____ B_____ C_____ Because_____
3. A_____ B_____ C_____ Because_____
4. A_____ B_____ C_____ Because_____
5. A_____ B_____ C_____ Because_____
6. A_____ B_____ C_____ Because_____
7. A_____ B_____ C_____ Because_____
8. A_____ B_____ C_____ Because_____
9. A_____ B_____ C_____ Because_____

EXAMPLE



A

B



C

A

B

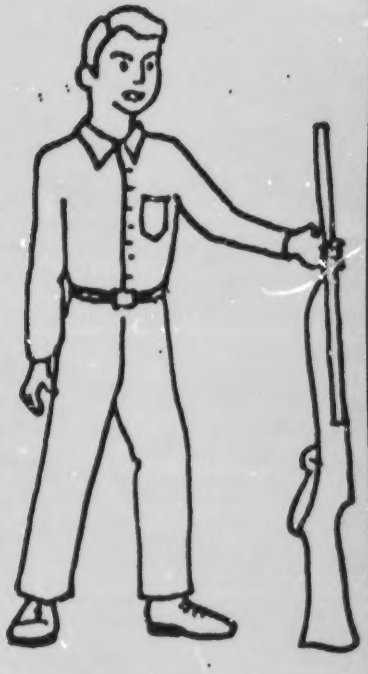
C

56

57

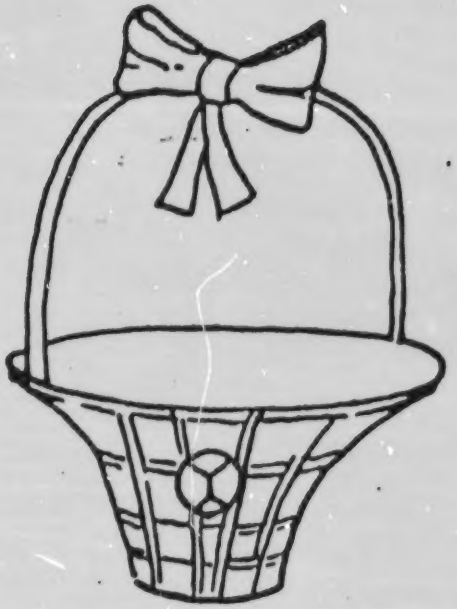
A

B



C

A



B

C

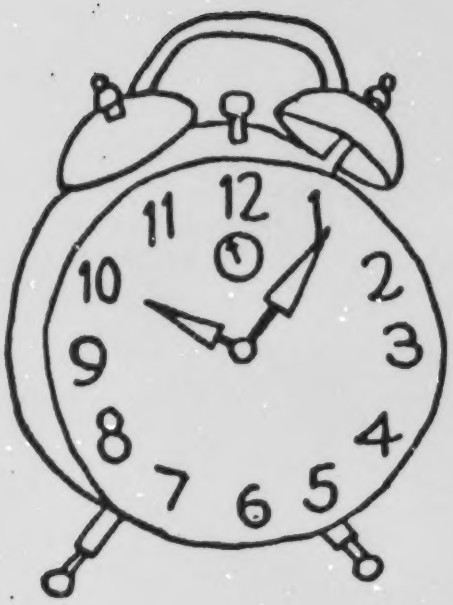
A

B

C

61

62



A

B

C

63

64

A

B

C

65

66

A

B

C

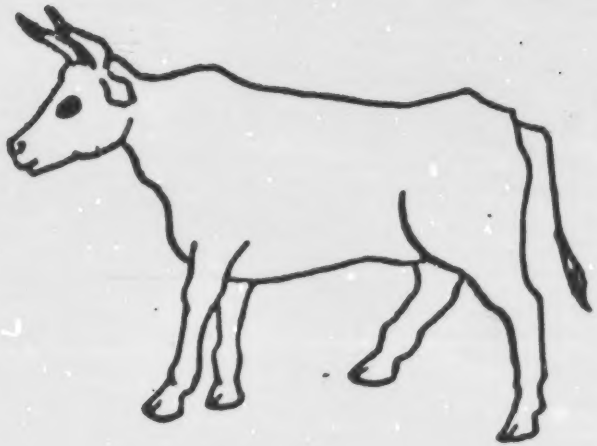
A

B

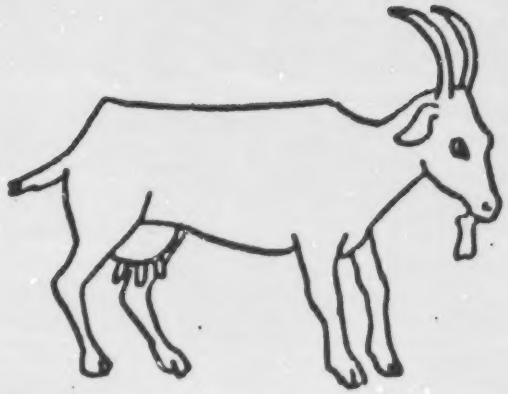
C

69

70



A



B

C

72

71

VERBAL VOCABULARY

Verbal vocabulary is one's understanding of the context of spoken language.

PEABODY PICTURE VOCABULARY TEST

The Peabody Picture Vocabulary is a test to determine the verbal intelligence of a person. While this test might not be mandatory to give, it is included to remind the adult basic education teacher to gear his vocabulary and verbal instruction to a level that the adult student can comprehend.

The Peabody Picture Vocabulary Test is quickly and easily given. There is no special training needed to administer the test. Familiarity with the manual and with the proper pronounciation of the vocabulary words is necessary, though. The examiner reads a word to the student; the student, in turn, points to one of four (4) pictures which demonstrates the meaning of the word.

The test is arranged in ascending order of difficulty with four (4) pictures on each plate and a total of one-hundred fifty plates. The student's basal level on the test is eight consecutive correct responses, while his ceiling level is six errors out of eight consecutive responses.

In the manual, the point of entry is discussed on page seven (7) and on page fifteen (15).

LETTER KNOWLEDGE

To assess the adult student's knowledge of the alphabetical symbols, the instructor needs to assess the following competencies:

1) The student should be able to match upper-case letters with lower-case letters.

2) The student should be able to put letters in their proper alphabetical order by reciting them.

3) The student should be asked to write the alphabet so as to identify the possibility of letter confusions.

   EXAMPLE: "p" with a "d"
   "g" with "q"

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1	CJPHK
2	OGNQD
3	LRBZY
4	ASFMV
5	IWTXUE

LETTER KNOWLEDGE ANSWER SHEET

NAME _____ DATE _____

SCHOOL _____ TESTER _____

Directions Ask the student to read the lower-case letters from the stimulus sheet. Say: "Please read the letters on line one, then line two, and so on." Do the same for the upper-case letters. Use a plus (+) to mark right answers and a question mark (?) when the student says he doesn't know. Write substituted letters in the blanks. For example, if the student calls *p* a *q*, write *q* in the blank beside *p*.

LOWER CASE				UPPER CASE			
e	____	u	____	C	____	Z	____
n	____	q	____	J	____	Y	____
i	____	k	____	P	____	A	____
p	____	y	____	H	____	S	____
c	____	f	____	K	____	F	____
v	____	l	____	O	____	M	____
x	____	d	____	G	____	V	____
a	____	g	____	N	____	I	____
j	____	t	____	Q	____	W	____
z	____	m	____	D	____	T	____
b	____	r	____	L	____	X	____
o	____	h	____	R	____	U	____
s	____	w	____	B	____	E	____

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"Keep a record from year to year"

SLOSSON ORAL READING TEST (SORT)

READING LEVEL	
SCHOOL GRADE	

NAME _____ AGE _____ DATE _____
LAST FIRST MIDDLE

SCHOOL _____

EXAMINER _____

List P (20)	List 1 (40)	List 2 (60)
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (140)	List 7 (160)	List 8 (180)	High School (200)
1 installed	1 administer	1 prairies	1 traverse
2 importance	2 tremor	2 evident	2 affable
3 medicine	3 environment	3 nucleus	3 compressible
4 rebellion	4 counterfeit	4 antique	4 excruciating
5 infected	5 crisis	5 twilight	5 pandemonium
6 responsible	6 industrious	6 memorandum	6 scrupulous
7 liquid	7 approximate	7 whimsical	7 primordial
8 tremendous	8 society	8 proportional	8 chastisement
9 customary	9 architecture	9 intangible	9 sojourn
10 malicious	10 malignant	10 formulated	10 panorama
11 spectacular	11 pensive	11 articulate	11 facsimile
12 inventory	12 standardize	12 deprecate	12 auspicious
13 yearning	13 exhausted	13 remarkably	13 contraband
14 imaginary	14 reminiscence	14 contrasting	14 envisage
15 consequently	15 intricate	15 irrelevance	15 futility
16 excellence	16 contemporary	16 supplement	16 enamoured
17 dungeon	17 attentively	17 inducement	17 gustatory
18 detained	18 compassionate	18 nonchalant	18 decipher
19 abundant	19 complexion	19 exuberant	19 inadequacy
20 compliments	20 continuously	20 grotesque	20 simultaneous

SCORE

List P _____
List 1 _____
List 2 _____
List 3 _____
List 4 _____
List 5 _____
List 6 _____
List 7 _____
List 8 _____
List H. S. _____

Raw Score _____

(Total number of correct words including the words below starting level.)

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

Takes about 3 minutes to give and to score.

SLOSSON ORAL READING TEST (SORT)

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Keep this test in safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: *"I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can."* (Indicate at what list to start.) *"When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."*

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: *"Look quickly down this list and read the words you think you know."*

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	H.S.

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San Diego Quick Assessment List

PP	Primer	1	2	3	4	5
see	you	road	our	city	decided	scanty
play	come	live	please	middle	served	business
me	not	thank	myself	moment	amazed	develop
at	with	when	town	frightened	silent	considered
run	jump	bigger	early	exclaimed	wrecked	discussed
go	help	how	send	several	improved	behaved
and	is	always	wide	lonely	certainly	splendid
look	work	night	believe	drew	entered	acquainted
can	are	spring	quietly	since	realized	escaped
here	this	today	carefully	straight	interrupted	grim

6	7	8	9	10	11
bridge	amber	capacious	conscientious	zany	galore
commercial	dominion	limitation	isolation	jerkin	rotunda
abolish	sundry	pretext	molecule	nausea	capitalism
trucker	capilliary	intrigue	ritual	gratuitous	prevaricate
apparatus	impetuous	delusion	momentous	linear	risible
elementary	blight	immaculate	vulnerable	inept	exonerate
comment	wrest	ascent	kinship	legality	superannuate
necessity	enumerate	acrid	conservatism	aspen	luxuriate
gallery	daunted	binocular	jaunty	amnesty	piebald
relativity	condescent	embankment	inventive	barometer	crunch

ADMINISTRATION

1. Type out each list of ten words on an index card.

2. Begin with a card that is at least two years below the student's grade-level assignment.

3. Ask the student to read the words aloud to you. If he misreads any word on the list, drop to easier lists until he makes no errors. This indicates the base level.

4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, *lonely* might be read and recorded as *lovely*. *Apparatus* might be recorded as a per'a tus.

5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.

6. Have the student read from increasingly difficult lists until he misses at least three words.

(An answer sheet for recording student responses to these words is found on pages 41-43. You may wish to duplicate these pages as you will need one answer sheet for each student. Master copies are on pages M13-M15.)

ANALYSIS

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be to difficult for him.

2. An analysis of a student's errors is useful. Among those that occur with greatest frequency are the following:

Type of Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	improved for improved
suffix	improve for improved
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

Graded word lists may also be constructed from basal readers or from social studies and science books. These can be helpful in assessing a student's sight word knowledge in materials in which they are likely to be placed. When constructing your own graded work lists, you should expect the student to know approximately 95 percent of the words at their instructional level.

In using graded sight word lists, you should keep their limitations in mind. For example, remember that you are only sampling a few words at each level as an overall estimate of a student's ability to pronounce words at that level. A student who is very good at word attack skills may tend to correctly pronounce quite a few words that are not in his sight vocabulary. You should, however, be able to determine whether this is happening, to some extent, based on the time and ease with which he responds to each word. You should also remember that many students are disabled in reading because of their inability to comprehend what they read. For this type of student the graded work list is quite likely to be inaccurate in terms of placement level.

San Diego Quick Assessment List Answer Sheet

Name _____ Date _____

School _____ Tester _____

PP	Primer	1
see _____	you _____	road _____
play _____	come _____	live _____
me _____	not _____	thank _____
at _____	with _____	when _____
run _____	jump _____	bigger _____
go _____	help _____	how _____
and _____	is _____	always _____
look _____	work _____	night _____
can _____	are _____	spring _____
here _____	this _____	today _____

2	3	4
our _____	city _____	decided _____
please _____	middle _____	served _____
myself _____	moment _____	amazed _____
town _____	frightened _____	silent _____
early _____	exclaimed _____	wrecked _____
send _____	several _____	improved _____
wide _____	lonely _____	certainly _____
believe _____	drew _____	entered _____
quietly _____	since _____	realized _____
carefully _____	straight _____	interrupted _____

5

scanty _____
business _____
develop _____
considered _____
discussed _____
behaved _____
splendid _____
acquainted _____
escaped _____
grim _____

6

bridge _____
commercial _____
abolish _____
trucker _____
apparatus _____
elementary _____
comment _____
necessity _____
gallery _____
relativity _____

7

amber _____
dominion _____
sundry _____
capillary _____
impetuous _____
blight _____
wrest _____
enumerate _____
daungted _____
condescend _____

8

capacious _____
limitation _____
pretext _____
intrigue _____
delusion _____
immaculate _____
ascent _____
acrid _____
binocular _____
embankment _____

9

conscientious _____
isolation _____
molecule _____
ritual _____
momentous _____
vulnerable _____
kinship _____
conservatism _____
jaunty _____
inventive _____

10

zany _____
jerkin _____
nausea _____
gratuitous _____
linear _____
inept _____
legality _____
aspen _____
amnesty _____
barometer _____

11

galore _____
rotunda _____
capitalism _____
prevaricate _____
risible _____
exonerate _____
superannuate _____
luxuriate _____
piebald _____
crunch _____

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READING COMPREHENSION

The Reading Comprehension assessment was designed to help the instructor find the reading comprehension level of the beginning learner. The vocabulary ascends in difficulty.. Sight word lists were used to help create this instrument.

READING COMPREHENSION

1. The big blue car came down the road. Mr. White jumped up and down with joy. At last he could see his _____.

   (a) red (b) kids (c) work

2. She went to work soon in the mornings. She could not be_____.

   (a) late (b) made (c) up

3. The two pretty girls walked by Mr. Black. After awhile he turned to see them walk by _____.

   (a) under (b) again (c) over

4. The man was there to get his little boy. His boy had been to_____.

   (a) school (b) work (c) milk

5. The lady laughed as she saw her friend run by. He was about to win the _____.

   (a) stop (b) race (c) open

6. Bright sun and green grass make all of us want to get _____.

   (a) in (b) under (c) out

7. To please her child, Mrs. Brown took her to the _____.

   (a) vet (b) doctor (c) park

8. Going to call his wife, Mr. Green found out that he did not know his own _____.

   (a) telephone number (b) key (c) name

9. Mr. and Mrs. Goodson always gave to others much more than they took. Theirs was a full and happy life. They were never without _____.

   (a) foes (b) friends (c) sadness

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10. Before Mr. and Mrs. Hall could start on their trip, they had to clean and gas up their____.

(a) lot (b) car (c) home

11. Never use more of anything than you ____.

(a) try (b) want (c) need

12. We tell our kids never to eat before they wash their ____.

(a) feet (b) hands (c) legs

13. Jim cut his grass on a very hot day. He had to drink a lot of____.

(a) hot coffee (b) hot tea (c) cold water

14. It is far better to own your own home if you can. You get more_____.

(a) tax breaks (b) rent (c) pay

15. An old saying says for you to grow old with me, the best is yet to _____.

(a) own (b) call (c) be

16. Warm homes and hot drinks help us in the cold_____.

(a) weather (b) heat (c) car

17. Too much hard work and no play makes for a dull_____.

(a) life (b) fall (c) laugh

18. About once every seven or eight years. you will need to buy a new car. Start now to save the_____.

(a) boat (b) money (c) home

19. Mr. Walker was far from his work. His car ran hot. So far, no one had picked him up. He was afraid he might never get to his_____.

(a) car (b) keys (c) job

20. A wise man once said "Carry with you an open mind and a kind heart, and you will always find a _____."

(a) start (b) foe (c) friend

21. The man and woman were about, to leave their home to walk their dog when along came a car full of their friends. They would walk_____.

(a) later (b) now (c) letter

22. Matt was hurt and he was cold. His feet felt like ice. He longed to see his loved ones. The night was coming, but Matt had to hold on to _____.

(a) fears (b) hope (c) nightmare

23. The black night was almost gone. The day would soon bring_____.

(a) cold (b) darkness (c) light

24. The mail came and Mrs. Hill found a letter from her sister. It was good to hear from one of her____.

(a) friends (b) brothers (c) family

25. The woman left a box with two dresses under the bed. She wanted to surprise her daughter with some____.

(a) clothes (b) coats (c) pants

26. The three policemen asked the man to hand over the gun. He did not want anything bad to _____.

(a) happen (b) leave (c) hold

27. People should go to school to learn and to grow. They should not go to school to waste_____.

(a) hope (b) time (c) work

28. Too many people eat and drink more than they____.

(a) hold (b) last (c) need

29. As the saying goes "To each his _____."

(a) own (b) on (c) one

ANSWERS TO THE READING COMPREHENSION

1. b
2. a
3. b
4. a
5. b
6.
7. c
8. a
9. b
10. b
11. c
12. b
13. c
14. a
15. c
16. a
17. a
18. b
19. c
20. c
21. a
22. b
23. c
24. c
25. a
26. a
27. b
28. c
29. a

READING COMPREHENSION

Performance Chart	
Correct 1-8	First Grade
9-16	Second Grade
17-29	Third Grade

89

88

MATH SKILLS ASSESSMENT

KEYMATH

The KeyMath is recommended for several reasons. In approximately thirty minutes this relatively inexpensive test identifies the students strengths and weaknesses in math. This test helps provide the information for point of intervention and for formulating an IEP for his or her math instruction. The test is easily administered and can be used by volunteer workers or teacher aides without extensive formal training. This is a power test, not a speed test and it requires little preparation by the administrator other than familiarity with the use of the manual. The test requires little reading or writing ability on the part of the student and covers in content (numeration and fractions) in operations (addition, subtraction, multiplication and division) and in applications (word problems). The test also provides a grade equivalent showing "the grade level he/she is operating on and the grade level where he/she should be." The test is available through the American Guidance Association.

The components of Breakthrough to Math

The Breakthrough to Math program consists of a Locator test, a Placement Inventory, the texts, Mastery Checkup tests, and a Student Profile card.

Locator. The Locator is a brief screening device to determine whether a student is able to perform the basic operations of adding, subtracting, multiplying, and dividing whole numbers. The Locator consists of eight questions. All students should take this test as a first step in the Breakthrough to Math program. The Locator is easy to administer and could be used during registrations and enrollments.

Use the Locator Referral to interpret the student's test results. The Referral indicates which section of the Placement Inventory the student should begin with.

Placement Inventory. The Placement Inventory is a diagnostic test for assessing the student's math skills and weaknesses. The Placement Inventory questions are sequenced and matched to the Breakthrough to Math texts.

The Locator determines where in the Placement Inventory the student should begin. The Placement Inventory pinpoints the level and book the student should study.

Placement Inventory questions 1-22 are correlated to Level 1: Books 1-3. These books deal with whole number identification and adding and subtracting whole numbers.

Placement Inventory questions 23-37 are correlated to Level 1: Books 4-6. These three books cover multiplying and dividing whole numbers and solving whole number word problems.

Placement Inventory questions 38-80 are correlated to Level 2: Books 1-6. The six books of this level deal with fractions, decimals, and percents.

Placement Inventory questions 81-119 are correlated to Level 3: Books 1-5. The five books of this level deal with basic algebra.

Placement Inventory questions 120-140 are correlated to Level 4: Books 1-3. These three books cover plane geometry and volume.

Administer one section of the Placement Inventory at a time. If a student successfully completes a section, then administer the next section of the Placement Inventory. If the student misses questions in the section, she should work in the books that correlate with those questions.

Books. The books in the series are grouped into levels. Level 1 deals with basic computational skills with whole numbers. Level 2 deals with fractions, decimals, and percents. Level 3 deals with algebra. Level 4 deals with geometry. (See page 11 for a full outline of the four levels.)

Each book begins with a short diagnostic pre-test, with an answer key following it. A pre-test referral indicates which chapters the student needs to study. (Students were directed to the appropriate book by the Placement Inventory.)

A post-test at the end of the book helps the instructor determine if the student has mastered the skills taught in the book. A post-test referral indicates which chapters the student should review if she has missed any questions.

There are no pre- or post-tests in the word problem books in Levels 1 or 2 (Book 6 in both levels). Students directed to either book should work through the entire book.

Mastery Checkups. A Mastery Checkup follows each level. The Mastery Checkup is a post-test for the entire level to determine if the student has mastered the skills taught in that level. The student takes the test when she has completed all the books she needs in that level. Use the Mastery Checkup Referral to direct the student back to the appropriate books and chapters if she misses any questions in the Checkup.

Student Profile. The Student Profile lists the math skills covered in the four levels of the the Breakthrough to Math series. Record each student's progress on a Student Profile card.

Each math skill on the Student Profile card is correlated to the book in which the skill is taught, and to the Placement Inventory questions and the Mastery Checkup questions which test that skill.

Maintain a Student Profile card for each student. After she has answered the appropriate sections of the Placement Inventory, record the results on the card. Circle the numbers of any questions she has answered incorrectly. Then you will be able to tell at a glance what the student's needs are and direct her to the appropriate book.

When a student has completed a level of the series and has taken the Mastery Checkup for that level, record the results on the Profile card. Circle the numbers of any questions she has missed. The Profile card will show the student's progress in the series and identify any remaining weaknesses.

When you are satisfied the student has mastered the skills in a level, the student should proceed to the first book of the next level and take the pre-test. She should then work through that level.

Summary of sequence—
How to use Breakthrough to Math

Locator
—Give student Locator.
—Check answers.
—Use Locator referral to select appropriate Placement Inventory section for student to answer.

Placement Inventory
—Administer appropriate Placement Inventory section.
—Check Placement Inventory answers.
—If student successfully completes a section of the Placement Inventory, administer the next section.

Student Profile Card
—Record Placement Inventory results on Student Profile Card.
—Use Student Profile to determine which books student needs to study.

Books
—Give student appropriate book.
—Student takes pre-test.
—Check pre-test answers.
—Use pre-test referral to determine which chapters the student needs to study.
—Student works through appropriate chapters.
—Student takes book post-test.
—Check post-test answers.
—Use post-test referral to determine if student needs to review any chapters.

Mastery Checkup
—When the student completes all the books he needs in a level, have him take the Mastery Checkup for that level.
—Check Mastery Checkup answers.
—Use Mastery Checkup referral to determine if student needs to repeat any chapters in that level.

Student Profile Card
—Record Mastery Checkup results on Student Profile.

Next level
—Give student book 1 of next level.
—Student takes book pre-test.
—Student works through level, following sequence described above.

Placement Inventory, Mastery Checkups 1-4, and the Student Profile Card are available separately from New Readers Press.

Contents of Breakthrough to Math

Level 1

Book 1: Understanding Whole Numbers

1. Counting
2. Numerals and number words
3. 1-place numbers
4. 2-place numbers
5. More 2-place numbers
6. Values of 2-place numbers
7. Finding values of 2-place numbers when the tens are the same
8. 3-place numbers
9. 4-place numbers
10. Place values in 1- to 7-place numbers
11. Money numbers
12. Writing checks

Book 2: Adding Whole Numbers

1. Adding numbers
2. Adding 2-place numbers
3. Adding 3-place numbers
4. Adding 4-place numbers
5. Adding more than two numbers
6. Adding more than three numbers
7. Adding more than two 2-place numbers
8. Adding more than two 3- and 4-place numbers
9. Adding numbers with different place-values (such as 250 + 34)
10. More basic addition facts
11. Carrying when you add 2-place numbers
12. Carrying with 3- and 4-place numbers
13. Adding money numbers

Book 3: Subtracting Whole Numbers

1. Subtracting numbers
2. Basic subtraction facts
3. Subtracting 2-place numbers
4. Subtracting 3- and 4-place numbers
5. Borrowing in order to subtract
6. Borrowing with 3-place numbers
7. Borrowing more than once
8. Subtracting from a zero
9. Borrowing from a zero
10. Subtracting from two zeros
11. Borrowing with 4-place numbers
12. Subtracting money numbers

Book 4: Multiplying Whole Numbers

1. Multiplying numbers
2. Multiplying 2-place numbers
3. Multiplying 3-place numbers
4. Multiplying 4-place numbers
5. Carrying when you multiply
6. Carrying more than once
7. Multiplying by 2-place numbers

Book 5: Dividing Whole Numbers

1. Dividing numbers
2. Dividing 2-place numbers
3. Dividing larger numbers
4. Dividing when numbers don't fit
5. Getting more than zero when you subtract
6. Dividing by 2-place numbers
7. Remainders
8. Dividing with zeros

Book 6: Word Problems with Whole Numbers

1. Asking questions with word problems (including word clues for adding)
2. Word clues for subtracting
3. Word clues for multiplying
4. Word clues for dividing
5. Mixed word clues

Level 2

Book 1: Understanding and Comparing Fractions

1. Understanding fractions
2. Proper and improper fractions
3. Changing improper fractions into mixed numbers
4. Changing mixed numbers into improper fractions
5. Fractions of equal value (equivalent fractions)
6. Reducing fractions to lowest terms
7. Finding common denominators
8. Comparing fractions by making equivalent fractions

Book 2: Adding and Subtracting Fractions

1. Adding fractions with the same denominator
2. Adding fractions with different denominators
3. Adding mixed numbers
4. Subtracting fractions with the same denominator
5. Subtracting fractions with different denominators
6. Subtracting mixed numbers with the same denominator
7. Subtracting mixed numbers with different denominators
8. Borrowing when the denominators are the same
9. Borrowing when the denominators are different

Book 3: Multiplying and Dividing Fractions

1. Multiplying fractions
2. Cancelling before you multiply fractions
3. Multiplying mixed numbers
4. Dividing by fractions
5. Dividing with mixed numbers

Book 4: Decimal Fractions

1. Understanding decimal fractions
2. Mixed numbers in decimal form
3. Adding fractions
4. Subtracting decimals
5. Multiplying decimals
6. Multiplying decimals by 10, 100, or 1,000
7. Dividing decimals by whole numbers
8. Dividing whole numbers by decimals
9. Dividing decimals by decimals
10. Dividing by 10, 100, or 1,000
11. Rounding off decimals
12. Changing proper fractions into decimals.

Book 5: Percent

1. Understanding percents as fractions
2. Changing fractions to percents
3. Understanding percents as decimals
4. Changing decimals to percents
5. Finding the percent when the part and whole are known (finding percent one number is of another)
6. Finding the part when the percent and the whole are known (finding a percent of a number)
7. Finding the whole when the percent and the part are known (finding a number when a percent of it is given)
8. Understanding percent questions (figuring out what you're looking for: percent, part, or whole)
9. Percents greater than 100%
10. Decimals or fractions within percents
11. Finding the percent of change when the new and old amounts are known
12. Finding the new amount when the old amount and the percent of change are known
13. Finding the old amount when the new amount and the percent of change are known

Book 6: Word Problems with Fractions, Decimals, and Percents

1. Basic steps in problem solving
2. Two-step word problems—finding an average
3. Other two-step word problems

Level 3

Book 1: Signed Numbers

1. Positive and negative numbers
2. Adding when the signs are the same
3. Adding when the signs are different
4. Adding more than two signed numbers
5. Subtracting signed numbers
6. Subtracting more than two signed numbers
7. Multiplying signed numbers
8. Multiplying more than two signed numbers
9. Dividing signed numbers
10. Using more than one operation to find an answer

Book 2: Solving Equations

1. Variables
2. Evaluating algebraic expressions
3. Using more than one operation to evaluate algebraic expressions
4. Solving equations with one inverse operation
5. Solving equations with two inverse operations
6. Combining like variables
7. Combining variables to solve equations
8. Solving equations with variables on both sides
9. Solving literal equations

Book 3: Word Problems in Algebra

1. Using formulas to solve problems
2. Writing your own equations to solve problems
3. Ratio
4. Proportion
5. Proportion problems with added steps

Book 4: Exponents, Roots, and Polynomials

1. Factors
2. Exponents
3. Square roots
4. Terms
5. Adding and subtracting monomials
6. Multiplying monomials
7. Dividing monomials
8. Adding polynomials together
9. Subtracting polynomials
10. Multiplying polynomials by monomials
11. Multiplying polynomials by polynomials
12. Dividing polynomials by monomials
13. Finding factors of terms with variables
14. Multiplying the sum and difference of two numbers
15. Factoring the difference of two squares

Book 5: Algebraic Graphs

1. Number lines on graphs
2. Finding coordinates for points
3. Plotting points
4. Plotting equations
5. Solving two equations with graphing

Level 4

Book 1: Lines and Angles

1. Names of lines
2. Angles
3. Measuring an angle
4. Kinds of angles
5. Adjacent angles
6. Vertical angles: angles that are across from each other
7. Corresponding angles on parallel lines

Book 2: Triangles and Quadrangles

1. Triangles
2. Kinds of triangles
3. Working with triangles
4. Quadrangles
5. Finding perimeter
6. Right triangles: squares of the sides
7. Finding the area of rectangles and squares
8. Finding the area of triangles and parallelograms
9. Finding area: dividing shapes into parts

Book 3: Circles and Volume

1. Circles: names of the parts
2. Finding diameter or radius
3. Finding the circumference of a circle
4. Finding the area of a circle
5. Volume

Name _____

Date _____

Locator

1. $\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$

2. $\begin{array}{r} 17 \\ +\ 28 \\ \hline \end{array}$

3. $\begin{array}{r} 9 \\ -\ 5 \\ \hline \end{array}$

4. $\begin{array}{r} 55 \\ -\ 36 \\ \hline \end{array}$

5. $\begin{array}{r} 8 \\ \times\ 3 \\ \hline \end{array}$

6. $\begin{array}{r} 29 \\ \times\ 5 \\ \hline \end{array}$

7. $3\overline{)\ 369}$

8. $8\overline{)\ 155}$

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Answers for Locator

1. 9
2. 45
3. 4
4. 19
5. 24
6. 145
7. 123
8. 19 r 3

Locator referral

If you missed this Locator question:	Answer these Placement Inventory questions:
1, 2, 3, or 4	1-22
5, 6, 7, or 8	23-37
If you didn't miss any Locator questions	38-80

TIME

Because one's working life, as well as social life is centered around the clock, the time assessment has been designed to identify those adult students who need help in the skill of telling time.

Directions to Repeat to the Student:

"I will ask you some questions about time. To answer the questions that I ask you, you will circle the letter in the answer line that has the same letter as the answer you choose."

Questions:

1. Which clock shows four-thirty?
2. Which clock shows four forty-five?
3. Which clock shows eleven twenty-five?
4. Which clock shows five minutes before five?
5. Which clock shows six o'clock?
6. Which clock shows fifteen minutes before five?
7. Which clock shows half-past four?
8. Which clock shows quarter of five?
9. Which clock shows twenty-five after eleven?
10. Which clock shows four fifty-five?

A

B

C

D

E

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

TIME

Number of Errors	Level of Performance
0	Strength
1-2	Weakness
3-10	Deficiency

MONEY

The money assessment was designed to identify adult students who need help in the lifetime skill of using and exchanging money.

Directions to Student:

"Look at the page with the pictures of coins on it. Look at the group of coins in each box. Use the group of coins to answer the ten questions. Then, circle the letter on the answer sheet which is the same amount as the answer you choose."

"Now let us do an example: Which group in the top row of pictures is equal to 76¢? Look at the letter under the picture you have chosen. Circle that letter in the example box."

(pause)

"Did you choose "C"? Yes. Now circle the "C" on the example box."

"You may begin...

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MONEY

1. In which block would you have fifteen-cents (15¢) left if you took away fifty-five cents (55¢)?

2. In which block would you have twenty-cents (20¢) left if you took away a quarter (25¢)?

3. In which group of coins would the sum be one cent more than the sum of three qiarters (75¢)?

4. In which group of coins would you have a sum nearest one dollar?

5. In which group of coins would the sum be twenty-six cents (26¢) if you took away a quarter (25¢)?

6. In which group of coins would there be one penny more than senvety-five cents (75¢)?

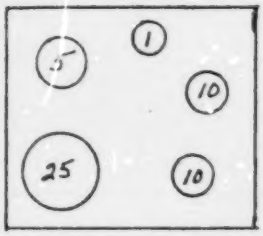
7. In which group would you have fifty-cents (50¢) left if you took away thirty-one cents (31¢)?

8. In which group would the sum be equal to a half-dollar (50¢)?

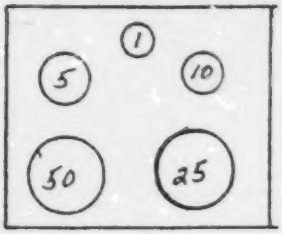
9. Which group contains the least amount of money?

10. Which group contains the largest amount of money?

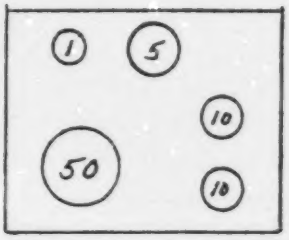
MONEY



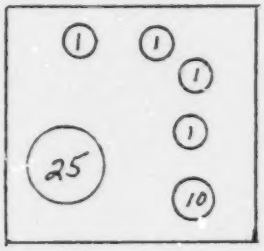
A = 51



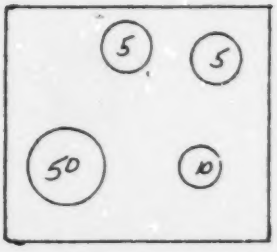
B = 91



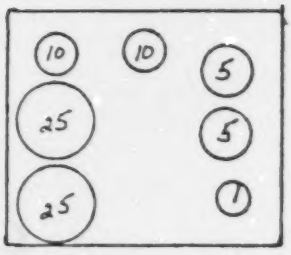
C = 76



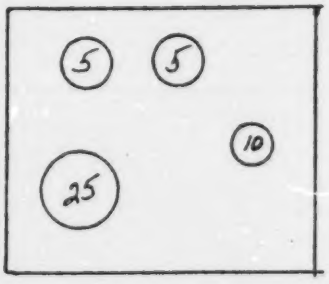
D = 39



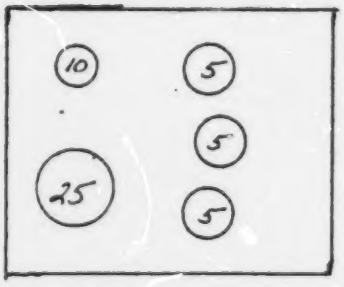
E = 70



F = 81



G = 45



H = 50

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Example Box

A	B	C	D	E	F	G	H

1.	A	B	C	D	E	F	G	H
2.	A	B	C	D	E	F	G	H
3.	A	B	C	D	E	F	G	H
4.	A	B	C	D	E	F	G	H
5.	A	B	C	D	E	F	G	H
6.	A	B	C	D	E	F	G	H
7.	A	B	C	D	E	F	G	H
8.	A	B	C	D	E	F	G	H
9.	A	B	C	D	E	F	G	H
10.	A	B	C	D	E	F	G	H

MONEY

Answer Key

1.	(E)	2.	(G)	3.	(C)	4.	(B)	5.	(A)	6.	(C)
7.	(F)	8.	(H)	9.	(D)	10.	(B)				

Error Chart

Number of Errors	Level of Performance
0-1	Strength
2-3	Weakness
4-10	Deficiency

STUDENT ACHIEVEMENT

To monitor the beginning adult student's level of academic growth the following materials are recommended:

Adult Basic Learning Examination (ABLE)
Harcourt Brace-Jovanovich, Inc.

Steck-Vaughn Placement Survey for Adult Basic Education
Steck-Vaughn Company

Tests of Adult Basic Education (TABE)
CTB/McGraw-Hill Company

Some Materials to Supplement Laubach

I. The Language Experience Approach (LEA) uses the language and experiences of the learner (s) to begin the content and materials of the reading program. The language experience method of teaching reading to the Adult Basic Education (ABE) learner provides an opportunity for the learner to have direct input in the topics in which the learner has an interest.

The Language Experience Approach (LEA) consists of three (3) steps:

1. The learner(s) talks about this idea or experience.
2. The instructor/tutor prints the experience statements on a chalkboard -

   Record on pad or on an overhead visual tape-recorder and have account printed on typed.

3. Read each sentence aloud as you write it.

4. Have student to read the sentence.

5. Learners should be encouraged to write on cards or in a notebook all new words to be studied.

Reading Skill Development Language Experience Approach:

Perception: Learners develop skills in seeing, hearing, and reading his thoughts in print.

II. The Follett Adult Basic Reading Comprehension Program - Jane Anderson, Bonnie Longnion, Marguerite Gillis: Follett Publishing Company
Chicago, Illinois

This program addresses the needs of the beginning adult reader and emphasize the understanding, or comprehension aspect of the reading process. A set of four (4) books comprises a grade level in adult reading.

Adult Level (1) Hello, World And Other Stories
A Hard Night's Run And Other Stories
One Letter Too Many And Other Stories
Stay Alive And Other Stories

Adult Level (2) Easy Money The Hard Way And Other Stories
The Lucky Break And Other Stories
Run For Your Life And Other Stories
A Good Man And Other Stories

III. The Mott Basic Language Skills Program, Classroom Series, Allied Education Council, Distribution Center, P. O. Box 78, Galien, Michigan 49113

1) THE MOTT BASIC LANGUAGE SKILLS PROGRAM was developed to teach basic reading to older youth and adults.

2) The materials are teacher and learner prepared.

The first two books in the series, 300A and 300B, are for non-readers or for poor readers who have basic skill gaps. Sufficient instruction is included in the reading, writing and comprehension at the easiest level.

300A of the Mott Basic Language Program begins with the alphabet, introduces beginning and ending consonant sounds, short vowel sounds, final consonant combinations and beginning consonant blends:

Book 300A ---------- Level 1.2 3.5
Book 300B ---------- Level 3.5 5.0

IV. Cambridge The Adult Education Company, 888 Seventh Avenue, New York, New York 10106

ENTERING THE READER'S WORLD, A three-book literacy training program for adult non-readers. Book 1: Deals with personal data on a form, alphabet recognition/reproduction and sequence of the alphabet. Book 2: Deals with auditory and visual perception skills and with directional/spatial orientation skills. Book 3: Deals with traffic signs and recognition of functional sight words.

LIVING IN THE READER'S WORLD (A Developmental Series, Reading level 2.0 - 6.0) Books 1 and 2 focus on the development of a basic sight vocabulary and on the development of recognition of syntactical patterns that occur in print. The use of format and context as clues to reading is used on such stimuli as signs, advertisements, simple lists and tables, charts, instructions, etc.

Books 3 and 4, Living In The Reader's World, focus on a more formal reading comprehension program. Adults deal with material such as newspaper and magazine articles, applying the more traditional reading comprehension skills.

The Reading For Survival Series (Cambridge) is a remedial program with a life-skills focus. The first three texts in the Reading For Survival Series take students from the alphabet to the third-grade reading level.

This reading series is designed for non-readers and the low-level readers. Reading skills are presented within a framework of life skills. Lessons are organized around five main areas: health and safety, consumer economics, community resources and transportation, etc. Basic comprehension skills are introduced through lessons that deal with everyday adult activities. The material is ideal for the older learner at any reading level.

Reading For Life, Level (Decoding Level)
Reading For Progress, (Level 1-2)
Reading For Results, (Level 2-3)

V. FEARON EDUCATION, PITMAN LEARNING, INC., 6 Davis Drive, Belmont, California 94002

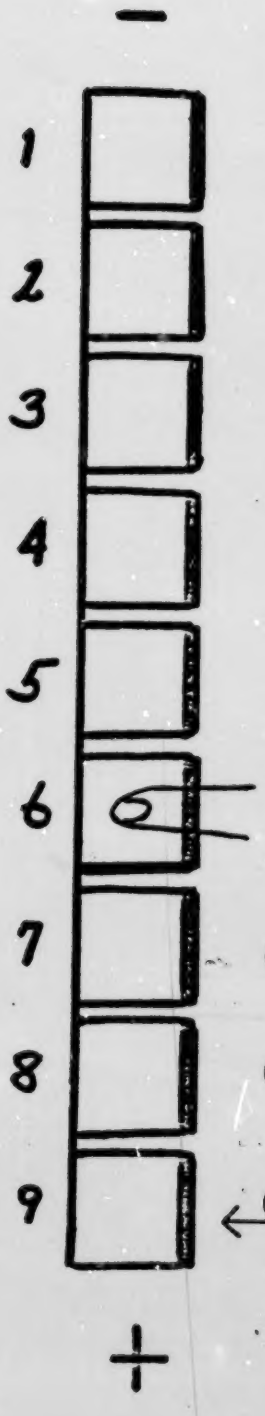
Ablest, (Reading level, grades 1.0 3.0) This is a practical, high-interest, low-reading level series which teaches adults the life-skills they need to function as active members of our society. Five books introduce students to relevant life skills in Community Services, Government and Law, Health, Money Management, and Occupations.

Lifetimes, (Reading level, grades 1.8 2.9) This is high-interest, low-reading-level fiction that focuses on the real concerns of adults. Titles in this series include: Mollie's Year, Juan and Lucy, A Place for Everyone, The Shoplifting Game, The Family From Vietnam, So Long, Snowman and A Time to Choose.

LEARNING TIPS FOR ADULT BASIC STUDENTS

The following math examples are from the works of Dr. Lloyd Hutchings, Professor, Francis Marion College (Low Stress Algorithms).

SIMPLE ADDITION



DIRECTIONS:

On the scale put your finger on the number that is the same as the top number in the problem; then, count toward the plus (+) sign as many boxes as are in the bottom number. Read the answer.

EXAMPLE:

$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

Put your finger on six (6). And say, I have six and I need three more.

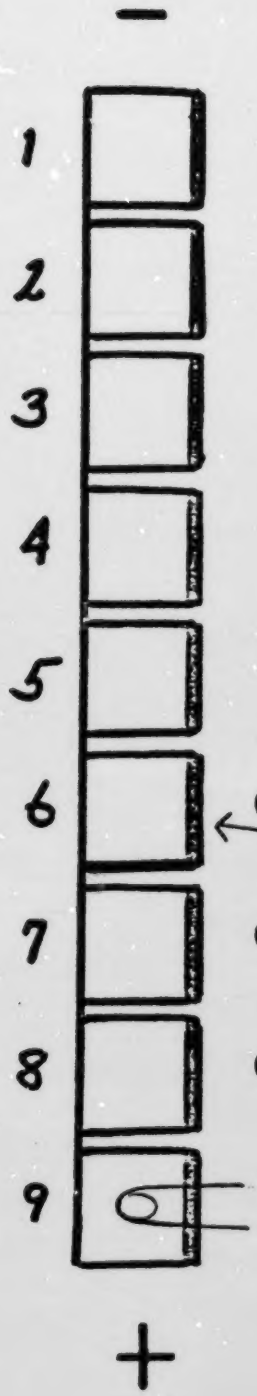
Count toward the plus sign (+) one, two, three (3) boxes.

(1)

(2)

(3) The answer is nine (9).

SIMPLE SUBTRACTION



DIRECTIONS:

On the scale put your finger on the number that is the same as the top number in the problem; then, count toward the minus (-) sign as many boxes as are in the bottom number. Read the answer.

EXAMPLE:

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

(3) The answer is six (6).

(2)

(1) Count toward the minus sign(-) three (3) boxes.

Put your finger on nine (9). And say I have 9 and want to take away 3.

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TO ADD A COLUMN OF TWO DIGIT NUMBERS:

Step 1 - Add the first two numbers in the right-hand column.

Step 2 - Write the sum of these two numbers to the lower right of the second number.

Step 3 - Add the sum of the first two numbers and the third number.

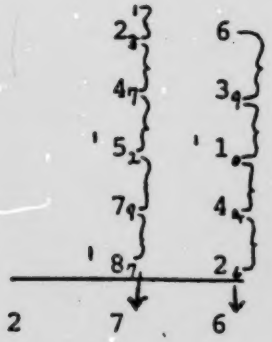
Step 4 - Write the sum of these to the lower right of the third number.

Step 5 - Add the sum of these to the fourth number.

- Continue on in like manner. If any two numbers total 10 or more, the tens digit number is to be written to the upper left of the number being added.

- When you reach the end of the ones column, enter the last sum in the answer space. Then add the numbers that have been entered to the upper left. The sum of these upper left numbers is added to the first number of the tens column.

EXAMPLE:



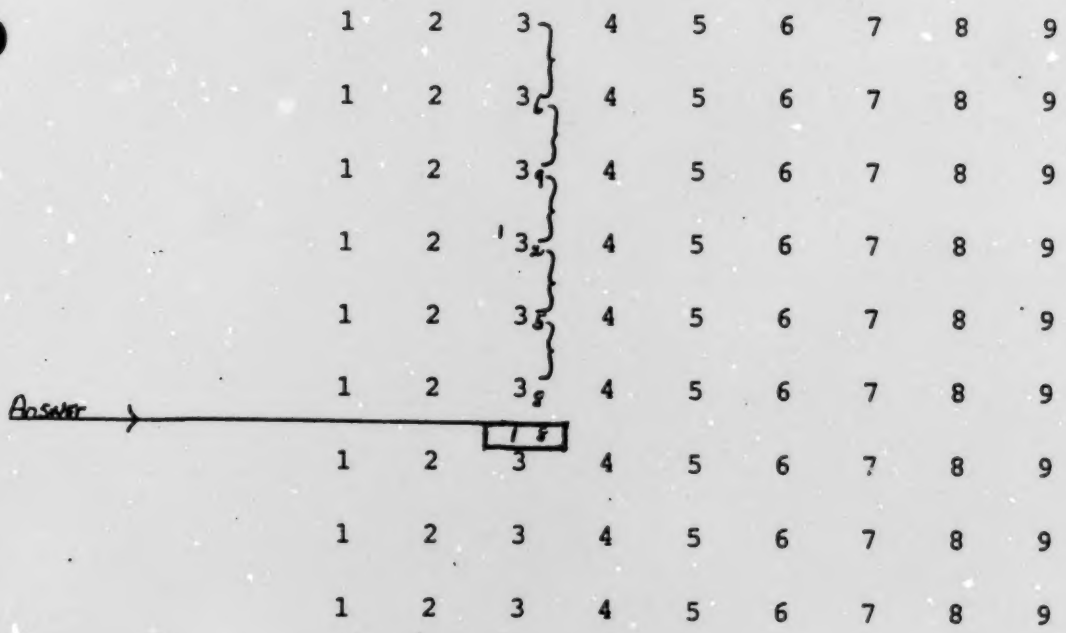
MULTIPLICATION

DIRECTIONS:

Follow the method for simple addition.

EXAMPLE:

$$\begin{array}{r} 3 \\ \times\ 6 \\ \hline 18 \end{array}$$



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STRUCTURED INTERVIEW QUESTIONNAIRE

In addition to information that a student and teacher, or student and counselor may exchange informally during conversation, another method for securing pertinent information is through a structured interview questionnaire. Such a device permits the interviewer to inquire about areas of life history that might bear a relationship to the student's present learning problem. While some of the questions are posed in a fashion that allows quantification of responses, some questions provide an impressionistic sampling of development as perceived and recalled by the adult. As with any other self-report instrument, the interview questionnaire is subject to the weaknesses of this type of technique. The time lapse between the occurrence of an event and its recall by the individual increases the possibility of inaccuracies, or distortion of data. Interviewer bias may also contaminate responses. But if the questionnaire is used as part of an assessment plan, along with other techniques, then the danger of making decisions based solely on self-report data is minimized.

In the sample below, four (4) domains of information are sampled. The first questions deal with the student's school history and self-perceived difficulties with basic skills areas. Our intention was to discover how the student assessed his/her previous difficulties and what relationship those difficulties might have to present learning problems.

A section on health history was included to examine the possibility of interferences with learning due to physical limitations such as visual acuity problems, hearing loss, or, as in the case of older adults, the residual effects of cardiovascular, or neurological disease.

A group of questions focus on the learner's adjustment after leaving school in order to gather some idea of employability status. Since vocational adjustment is a central concern in any adult's life, it is important to know how the student has been functioning in this area.

In the last group of questions, the learner is asked about his/her interests. Individuals, even those who have limited academic skills, will have some skills or interests that are motivating and satisfying for them. The uniqueness of a learner is often captured in this section, and it highlights the importance of remembering that adult exceptional learners are multidimensional people and may be quite adept at compentencies or skills not typically considered as school related kinds of learning. This section is helpful at the time of program planning since activities can be selected and structured around interests in which a student feels some measure of success.

Demographic data has not been included in the example used below since many intake procedures already make provision for securing information such as age, address, previous attendance at other learning centers, etc.

The Interview Questionnaire may be administered by either the counselor or the teacher. What is important to keep in mind is that the student should feel some measure of rapport with the interviewer before being expected to respond to questions about himself/herself in an honest and open manner.

INTERVIEW QUESTIONNAIRE

Student's Name _____

ABE Program _____

Date _____

Recorder _____

DIRECTIONS:

Recorder reads to student:

"I am going to ask you to help me fill out a questionnaire. The information you give will help us to know you a little better so that we can plan a learning program that is right for you.

We are particularly interested in knowing what school was like for you in the past, and how you felt about certain things that went on in school.

I will read each question aloud and will write down what you tell me. If you want to discuss any question, please feel free to do so. Or, if any question is unclear, please tell me, and I will try to explain it."

I. SCHOOL HISTORY

1. What was the last grade that you attended in school?

_____
(Grade)

2. Did you finish that grade?

(1) _____Yes
(2) _____No

3. Have you ever repeated any grades?

(1) _____, Yes
(2) _____No

4. Why did your schooling end in the _____grade?
(Check reasons that affected student's decision to leave school)

		Response-In-Quotes
(1)	_____Not achieving	_____
(2)	_____Asked to leave	_____
(3)	_____Family responsibilities	_____
(4)	_____Financial need	_____
(5)	_____Preferred to work	_____
(6)	_____Other _____ (specify)	

5. What subjects did you find hardest to learn when you were in school?

(1) _____reading
(2) _____communication (spelling, handwriting, written expression)
(3) _____math
(4) _____other _____
(specify)

6. If reading mentioned, why do you think reading was hard for you to learn?

_____

_____

7. If communcation skills mentioned, why do you think _____was hard for you to learn?

_____

_____

8. If math mentioned, why do you think math was hard for you to learn?

_____

_____

9. Did you ever receive any sepcial help while you were in school?

(1) _____Yes
(2) _____No

If Yes

10. What kind(s) of help did you receive?

(1) _____remedial reading
(2) _____tutoring
(3) _____other _____
(specify)

_____
(comments)

11. Do you have a special reason for coming to the_____Learning Center?

(1)____Yes
(2)____No

If Yes

12. What is the special reason?

_____

(1)____Personal growth or satisfaction
(2)____To enter college
(3)____To keep present job
(4)____To get a better job
(5)____To get High School Equivalence (GED)
(6)____To learn to read and write
(7)____To learn English
(8)____Inter agency referral
(9)____Life coping skills (help children, get off welfare)
(10)____Other _____
(specify)

Recorder reads to student:

"I am going to ask you about several basic skills and I would like to know, if you find them hard or easy." (check degree)

13. Skill	Degree of Difficulty or Facility: Very Hard/Hard	Neither Hard Nor Easy	Very Easy/Easy
As an adult, how hard or easy is it for you:			
a) to do work that needs much handwriting.			
b) to learn new words to read			
c) to understand what you read			
d) to learn to spell words			
e) to figure out math examples			
f) to remember what you heard someone say			
g) to remember things when you have to take a test (Drivers test)			

14. Is there anything that you really disliked about school that made you feel uncomfortable? (For example, teacher, classmates, subjects, rules, etc.)

_____

_____
(Comments)

II. HEALTH HISTORY

Interviewer reads to student:

"I would like to find out about any serious illnesses or accidents you remember having, how old you were and how long the illness or accident lasted."

15. Type of Illness or Accident	16. Age	17. Were you hospitalized? Yes	No
(a)_____	___	(1) ___	(2) ___
(b)_____	___	(1) ___	(2) ___
(c)_____	___	(1) ___	(2) ___
(d)_____	___	(1) ___	(2) ___

_____

(Comments)

18. Have you ever had your eyes examined?

(1)____Yes
(2)____No

_____

If Yes

19. What were you told?

_____

20. Have you ever had your hearing tested?

(1)____Yes
(2)____No

_____

If Yes

21. What were you told?

_____

22. Do you have any health problem now that interferes with your learning?

_____

III. POST SCHOOL ADJUSTMENT

23. What have you done since leaving school?

_____

_____

24. What is your job status?

(1)____Working full-time (35 or more hours/wk)
(2)____Working part-time (fewer than 35 hrs./wk)
(3)____Unemployed
(4)____Retired
(5)____Homemaker
(6)____ Other_____
(Explain)

If employed

25. What is your job title or position? _____

If unemployed

26. What was your last job title or position?_____

27. Are you looking for work now?

(1)___Yes
(2)___No

IV. INTERESTS

28. Do you spend any time reading outside of class?

(1)___Yes
(2)___No

29. What kinds of things do you enjoy reading? (Probe: newspapers, magazines, etc.)

(a) _____
(b) _____
(c) _____
(specify name)

30. Do you have any hobbies or special skills? (For example: fixing radios, sewing, cooking special food, painting)

(1)___Yes Please list_____
_____

(2)___No

The Structured Interview Questionnaire was taken from a handbook developed by Dr. Grace Bingham of Rutgers University under a special projects (309) grant from the New Jersey State Department of Education.

SURVIVAL WORDS

The following list of words was compiled by the adult education teachers enrolled in the course "Special Problems in Adult Learning."

Although we sought to make it as comprehensive as possible, we recognize the omission of words peculiar to the individual adult student. Therefore, we suggest that the student and teacher add as necessary the termonology of the student's occupation and any words common to his geographical location, etc.

SURVIVAL WORDS AND PHRASES

ADDRESS
ADULTS ONLY
ALL CARS (TRUCKS) STOP
ANTIDOTE
ASK ATTENDANT FOR KEY

BEWARE OF DOG
BRIDGE OUT
BUS STATION
BUS STOP

CASH ONLY
CAUTION
CHAINS REQUIRED
CHARGE HERE
CHECKOUT LANE OPEN (CLOSED)
CHRISTMAS
CLOSED
CONDEMNED
CONSTRUCTION AHEAD
CONTAMINATED WATER
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEFROST
DEEP WATER
DEER CROSSING
DETOUR
DIM LIGHTS
DIP
DOCTOR (DR.)
DON'T WALK
DO NOT WALK
DO NOT CROSS
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PASS
DO NOT PUSH
DO NOT REFREEZE
DO NOT USE NEAR FLAME
DOSAGE
DOWN
DRIFTING SAND (SNOW)
DRINKING WATER
DRIVE SLOW
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMERGENCY VEHICLES ONLY
EMPLOYEES ONLY
END OF CONSTRUCTION
ENTER
ENTRANCE
EXIT #78
EXPLOSIVE
EXTERNAL USE ONLY
EMERGENCY ROOM
EMERGENCY VEHICLES ONLY
FALLING ROCKS
FALLOUT SHELTER
FEMALE
FIRE
FIRE ALARM
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FLOODS WHEN RAINING
FRAGILE
FOOD, SHELTER, GASOLINE NEXT EXIT
FOUR-WAY STOP

GASOLINE
GATE
GENTLEMEN
GO SLOW
GROSS INCOME
HANDICAPPED
HANDLE WITH CARE
HARD HAT AREA
HELP WANTED
HIGH VOLTAGE
HOSPITAL ZONE
ICE OF BRIDGE (ROAD)
IN
INFORMATION
INSECTICIDE
INSERT QUARTER (DIME, NICKLE)
INSTRUCTIONS

JULY 4th
JUNCTION 101

KEEP AWAY
KEEP OFF (THE GRASS)
KEEP OUT
KEEP TO THE LEFT (RIGHT)

LABOR DAY
LADIES
LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON SIGNAL ONLY
LEFT TURN ONLY
LIFT
LISTEN
LIVE WIRES
LOADING ZONE
LOCAL
LOOK
LOOK OUT FOR CARS (TRUCKS)
LOW CLEARANCE
MALE
MAIL BOX
MECHANIC ON DUTY
MEDIUM
MEN
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
METER
MILITARY BASE
MOVE TO THE BACK

NAME
NET PAY
NEXT
NEXT WINDOW (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO ALCOHOLIC BEVERAGES ALLOWED
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO FISHING FROM PIER
NO FOOD OR DRINKS ALLOWED
NO HUNTING
NO LEFT TURN
NO LOITERING
NO MINORS
NO PARKING
NO PASSING
NO PETS ALLOWED
NO REFUNDS
NO RIGHT TURN (LEFT)
NO SMOKING
NO SWIMMING
NO TRESPASSING
NO TURNS
NO TURN ON RED
NO "U" TURNS
NON-TOXIC
NOT A THROUGH STREET
NOT FOR INTERNAL USE
NURSE

OFF
OFFICE
ON
ONE WAY-DO NOT ENTER
OPEN
OUT
OUT OF ORDER
OUT OF TOWN
OUT TO LUNCH
PAY HERE
PAYMENT DUE
PAVEMENT ENDS
PEDESTRIAN CROSSING
PHONE
PLAYGROUND
PLEASE SHOW TICKET
POISON
POLICE STATION
POLLUTED
PRESS BUTTON
PRINT
PROHIBITED
POST NO BILLS
POST OFFICE
POSTED
PRIVATE - KEEP OUT
PRIVATE PROPERTY
PRIVATE ROAD
PROCEED AT OWN RISK
PULL LEVER
PUSH
PUT ON CHAINS
RAILROAD CROSSING
REFRIGERATOR
REGISTER AT DESK
REST AREA
REST ROOMS

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RESTRICTED AREA
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT LANE ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SCHOOL CROSSING
SELF SERVICE
SHALLOW WATER
SHELTER
SHOPLIFTERS WILL BE PROSECUTED
SIGNATURE
SIGN HERE
SLIDE AREA
SLIPPERY WHEN WET
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SMOKING PROHIBITED
SPEED CHECKED BY RADAR
STAIRS
STAND IN SINGLE FILE
STEEP GRADE AHEAD
STEP UP (DOWN)
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP FOR CHILDREN
STOP MOTOR
STREET

TAKE A NUMBER AND WAIT
TAX
TAXI
TAXI STAND (LANE)
TERMS CASH
TELEPHONE
THANKSGIVING
THIS END UP(DOWN)
THIS ROAD PATROLLED BY AIRCRAFT
TOTAL
TOXIC
TURN OFF
TURN OFF LIGHTS
TRAFFIC CIRCLE
TRUCKS ENTERING HIGHWAY
TRUCK ROUTE (LANE)

UNLEADED GAS ONLY
UNLOADING ZONE
UP
USE BEFORE (DATE)
USE IN OPEN AIR

VIOLATORS WILL BE PROSECUTED

WAIT
WAITING ROOM
WALK
WANTED
WARNING
WATCH FOR LOW-FLYING AIRCRAFT
WATCH YOUR STEP
WET PAINT
WINDING ROAD
WOMEN
WRONG WAY

YIELD
YIELD RIGHT OF WAY

DAYS OF WEEK
MONTH OF YEAR
ITEMS ON A CREDIT APPLICATION
ITEMS OF A JOB APPLICATION LIKE NAME, ADDRESS, ETC.

911 (EMERGENCY NUMBER)
411 (INFORMATION)

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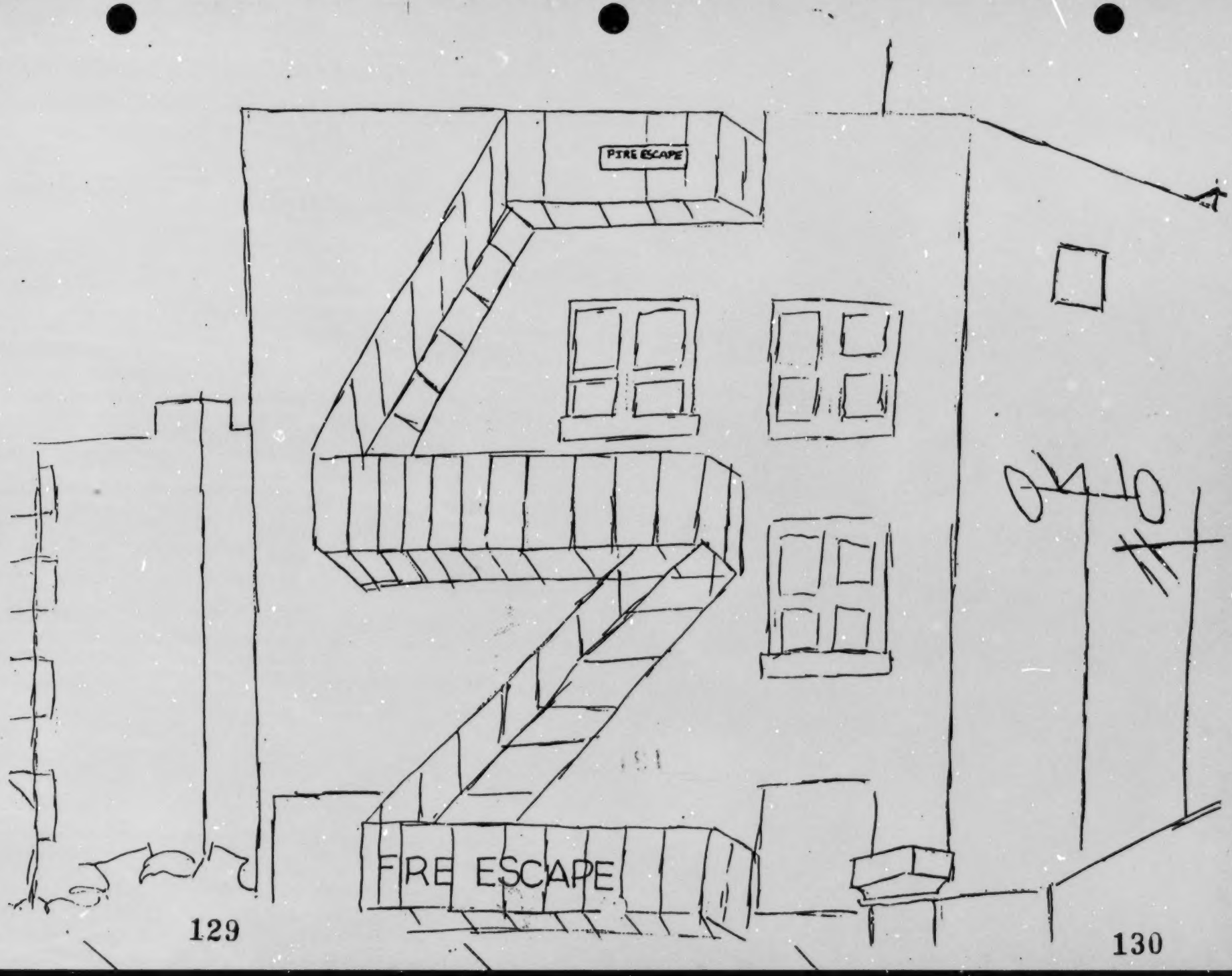
Concrete examples of some survival words are illustrated in the following pages. It is suggested that additional examples be developed jointly by adult student and teacher.

The illustrations that follow are by Robert Scott, Student, Brunson-Dargan Junior High School



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FIRE ESCAPE

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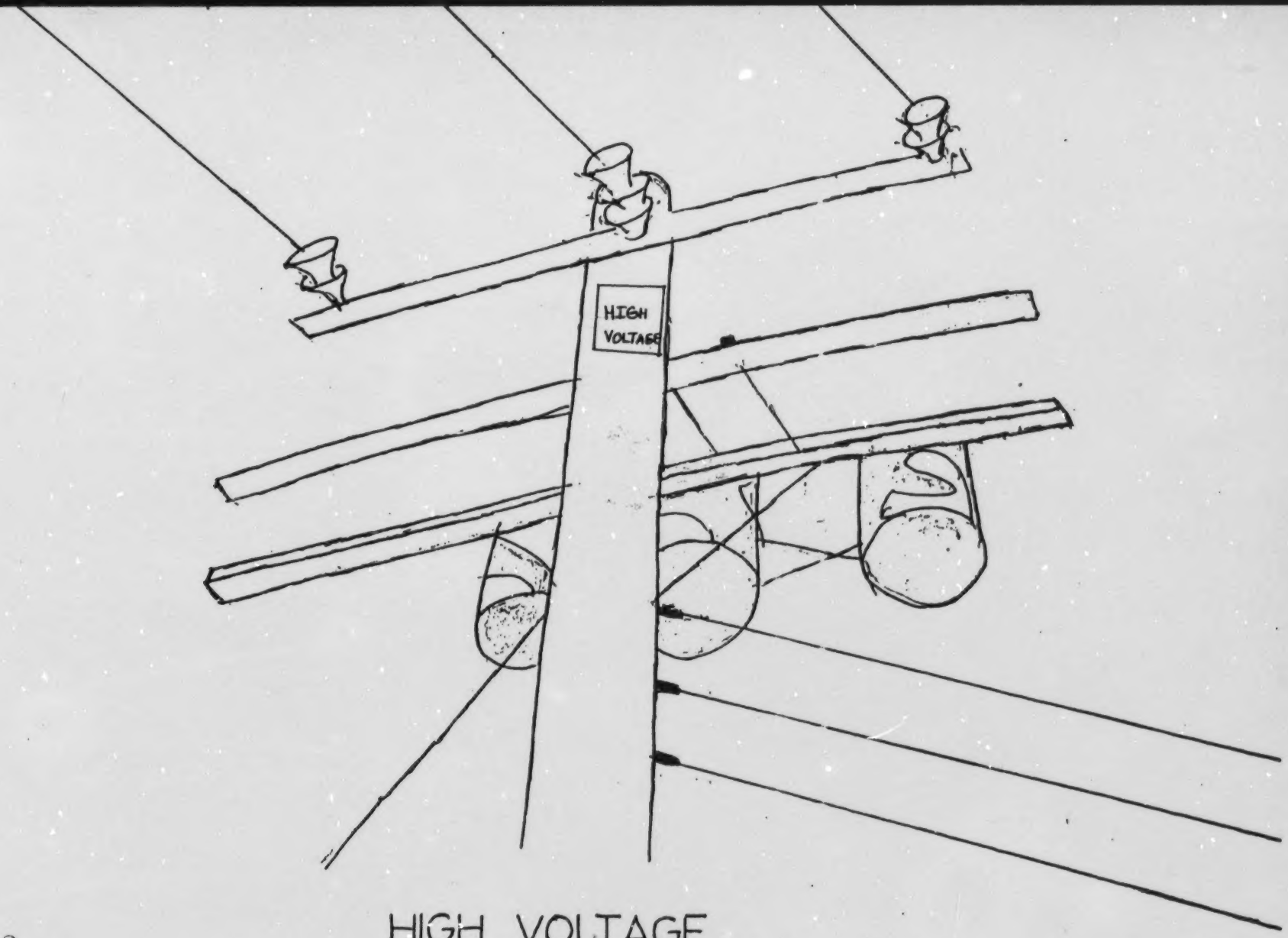
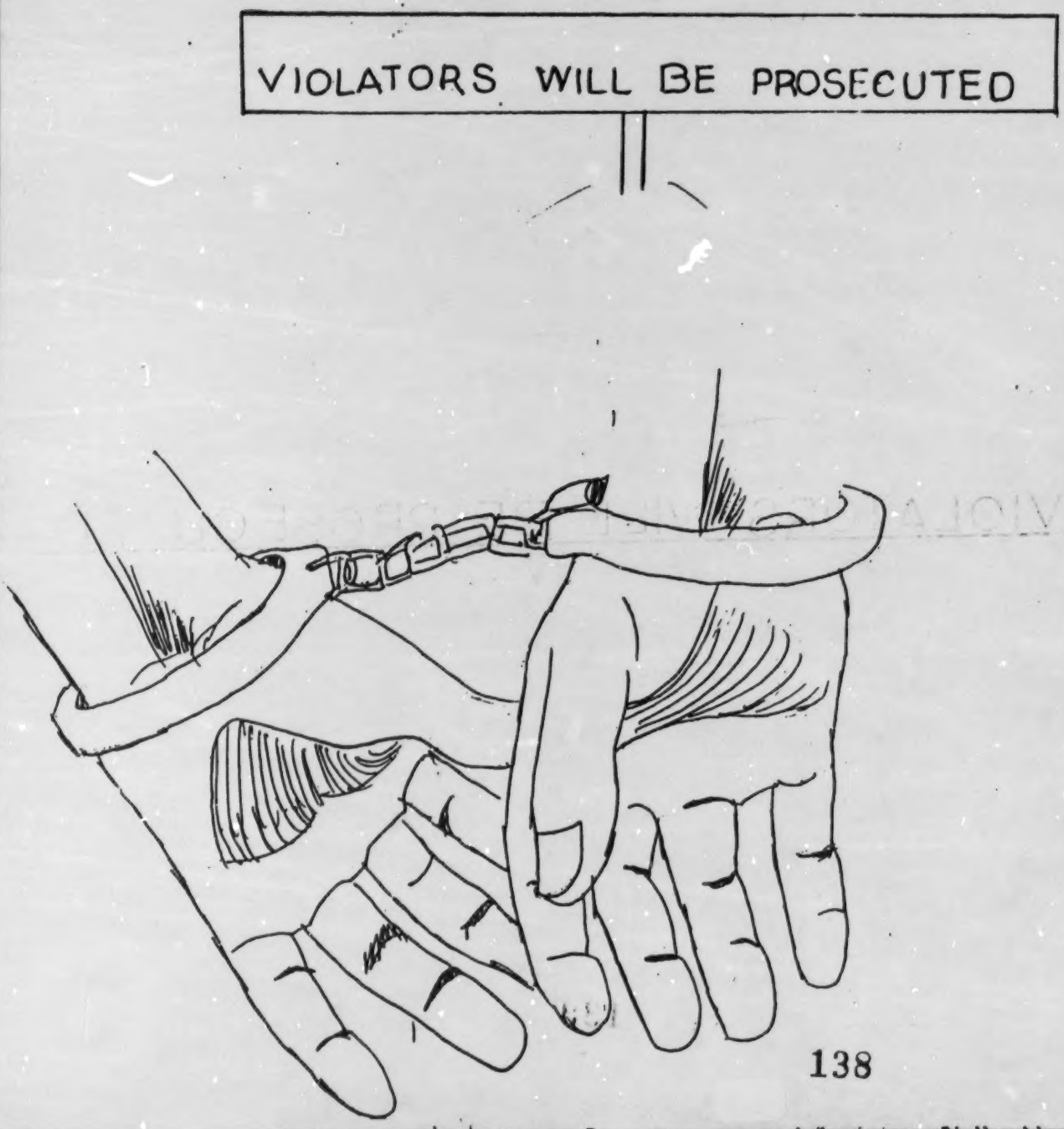


HIGH VOLTAGE

HIGH VOLTAGE

DANGER

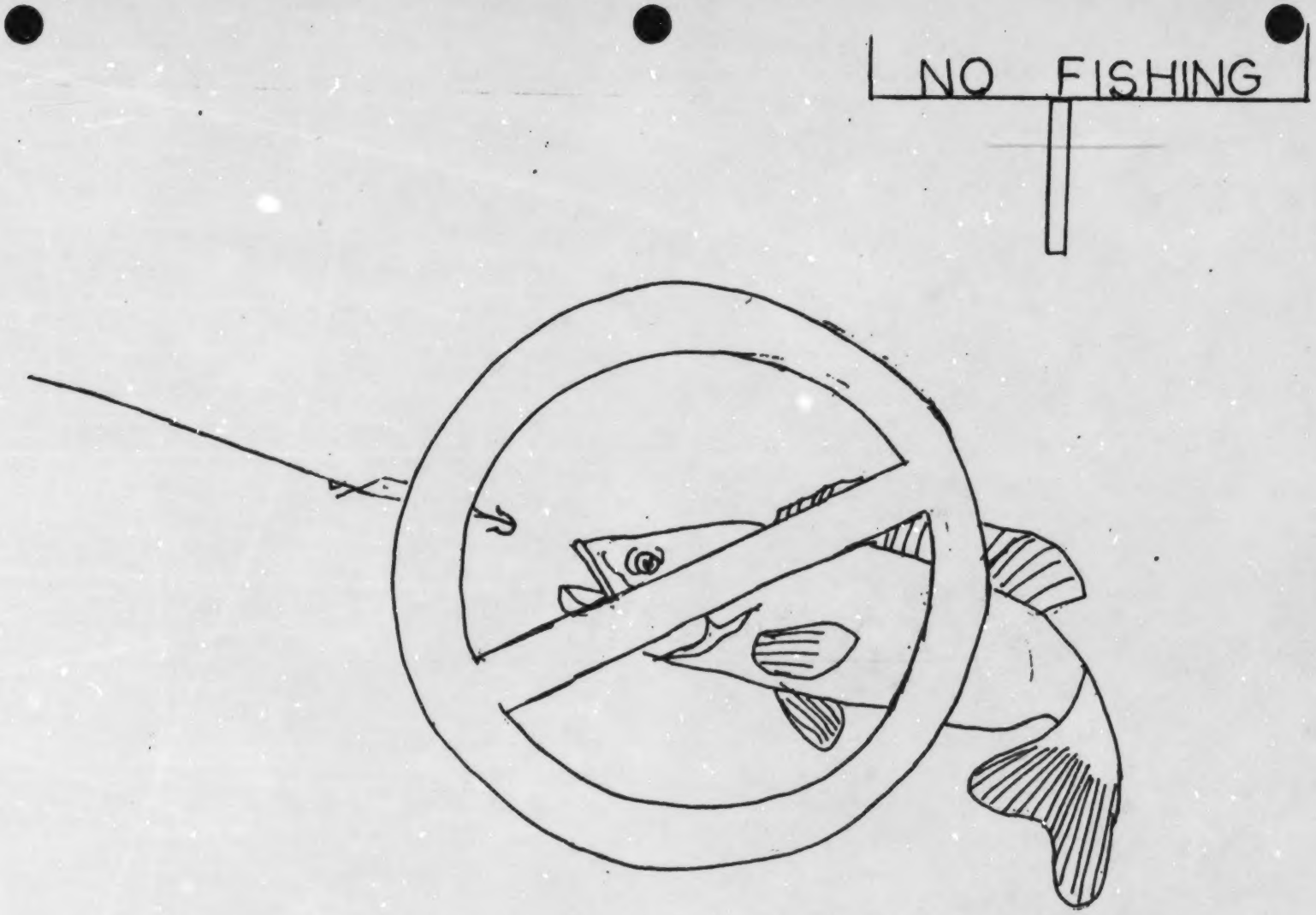
DANGER


VIOLATORS WILL BE PROSECUTED

VIOLATORS WILL BE PROSECUTED

NO
LOITERING

NO LOITERING


NO FISHING

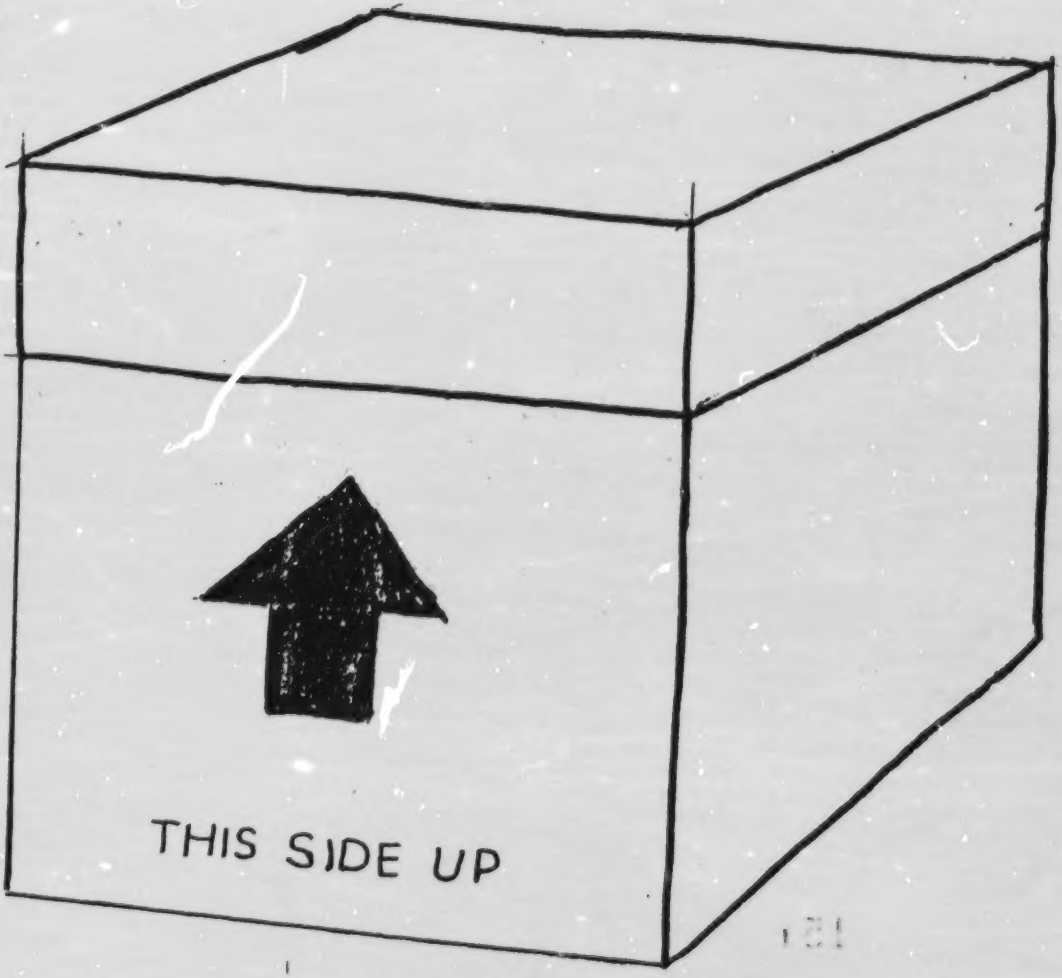
NO FISHING

COKE
A COLA
OUT OF ORDER

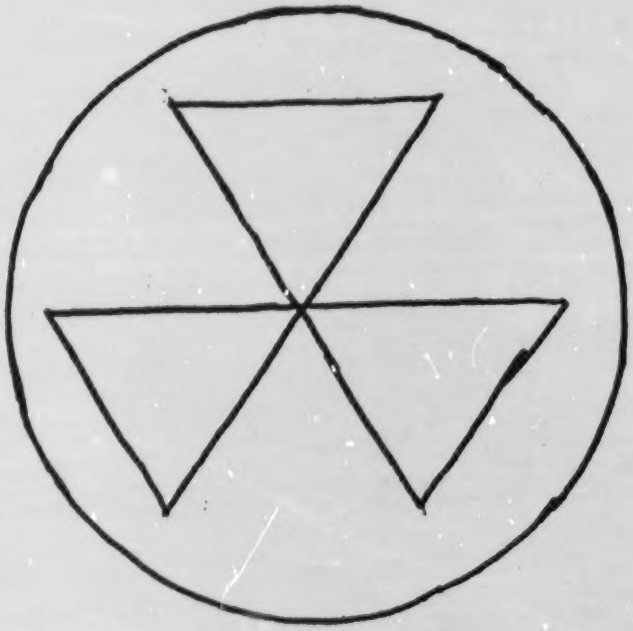
OUT OF ORDER

NO DOGS
ALLOWED

NO DOGS ALLOWED

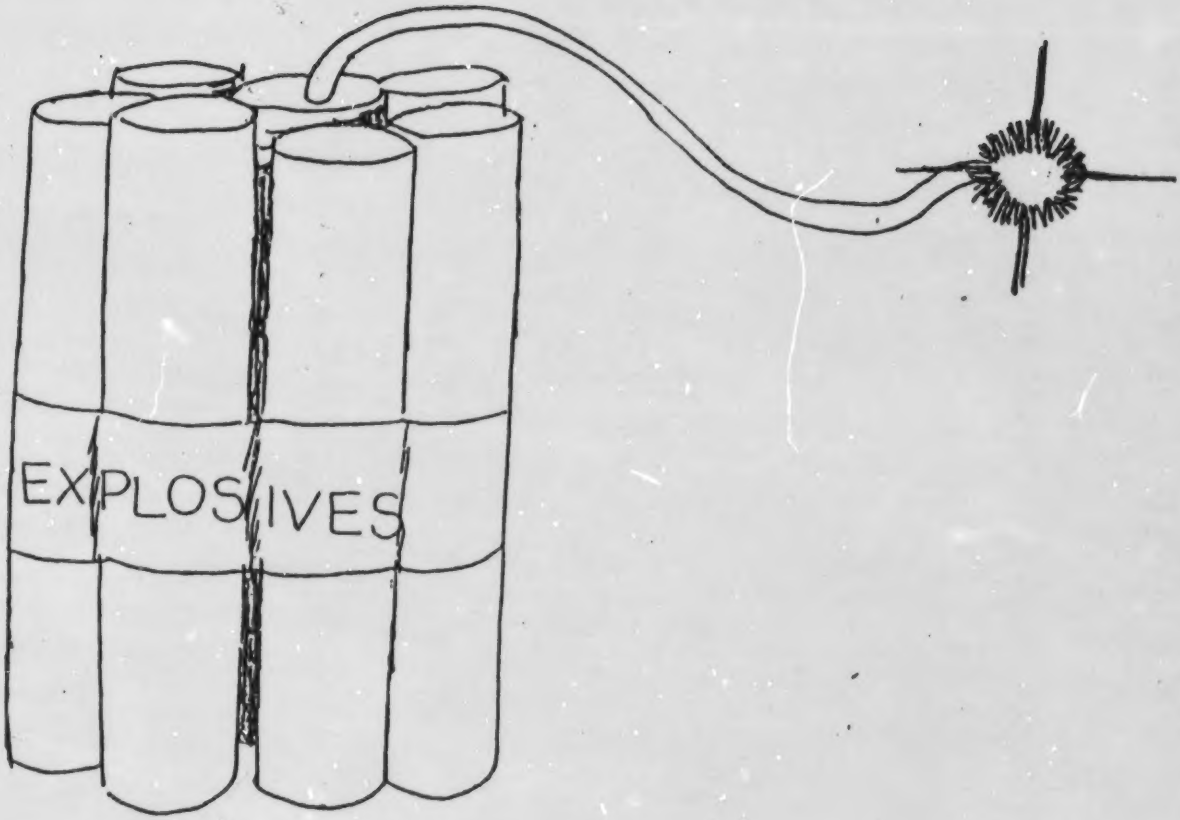

THIS SIDE UP

THIS SIDE UP

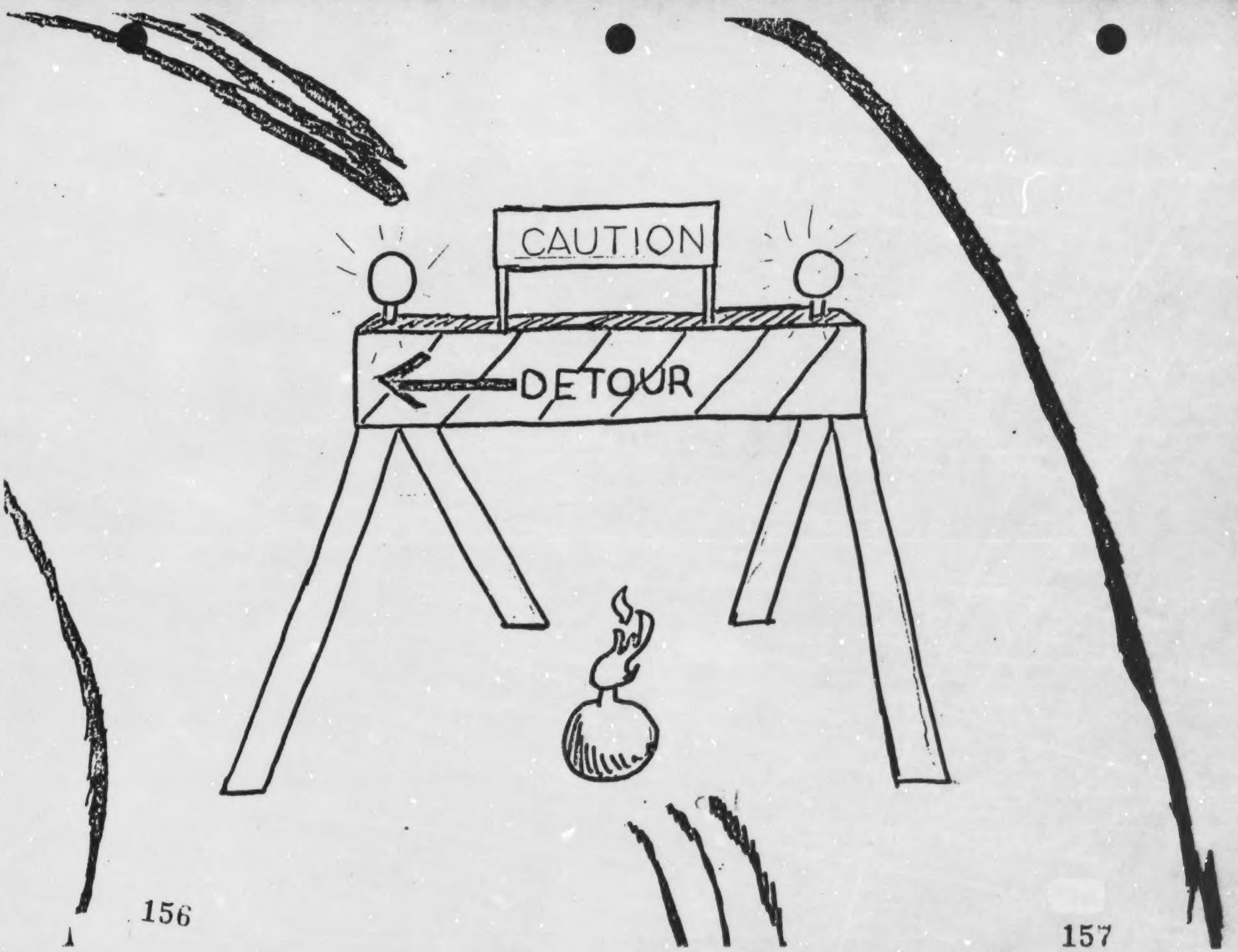


FALLOUT SHELTER

FALLOUT SHELTER

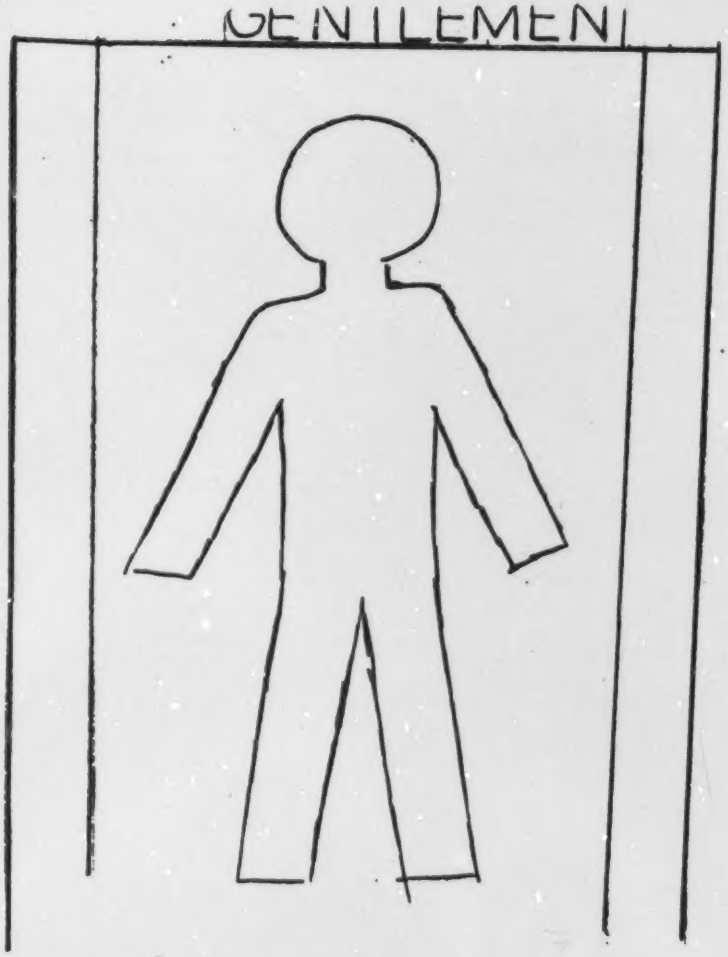

EXPLOSIVES

EXPLOSIVES


CAUTION
DETOUR

CAUTION

DETOUR


GENTLEMEN

MEN
GENTLEMEN

MEN

GENTLEMEN

LADIES

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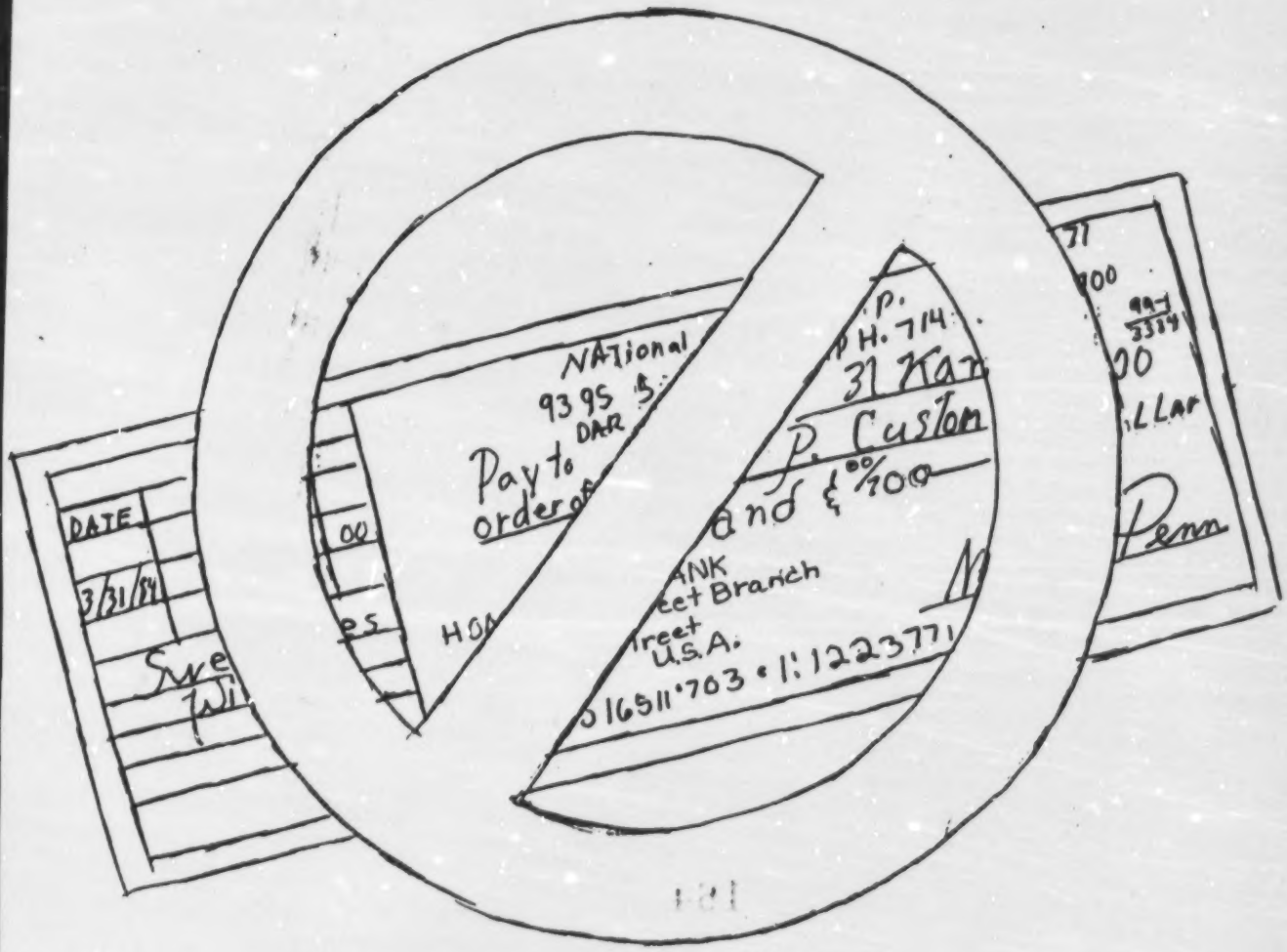
WOMEN

LADIES

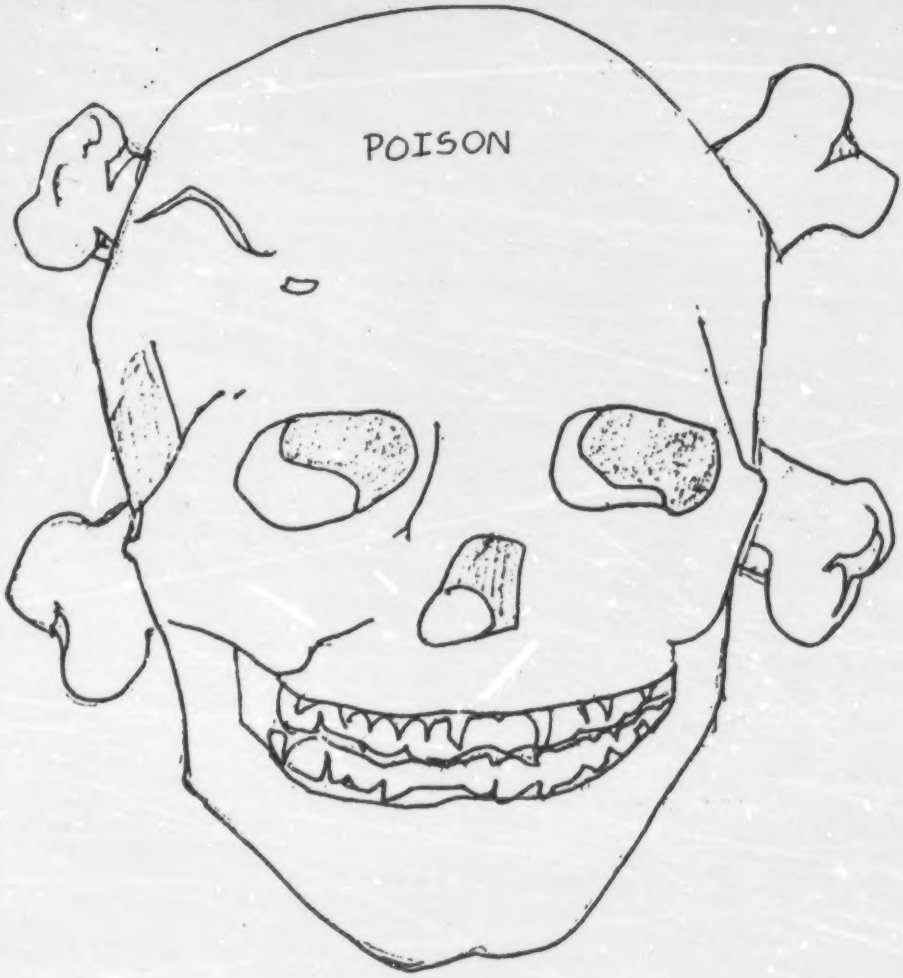
WOMEN

LADIES



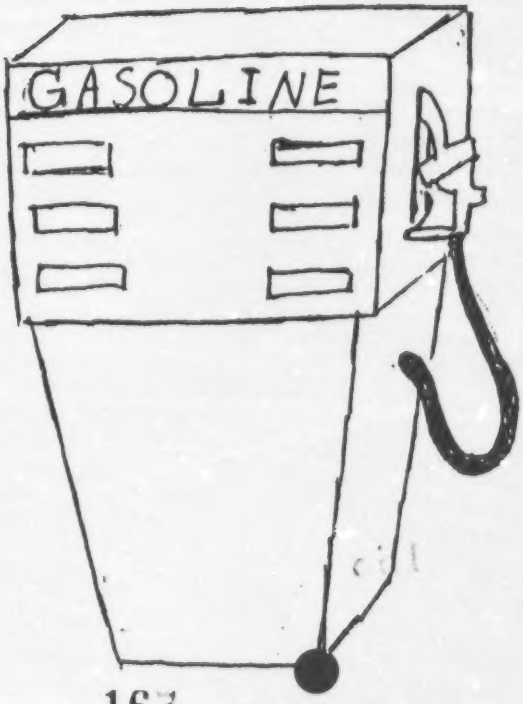
NO CHECKS CASHED

NO CHECKS CASHED



POISON

POISON


GASOLINE

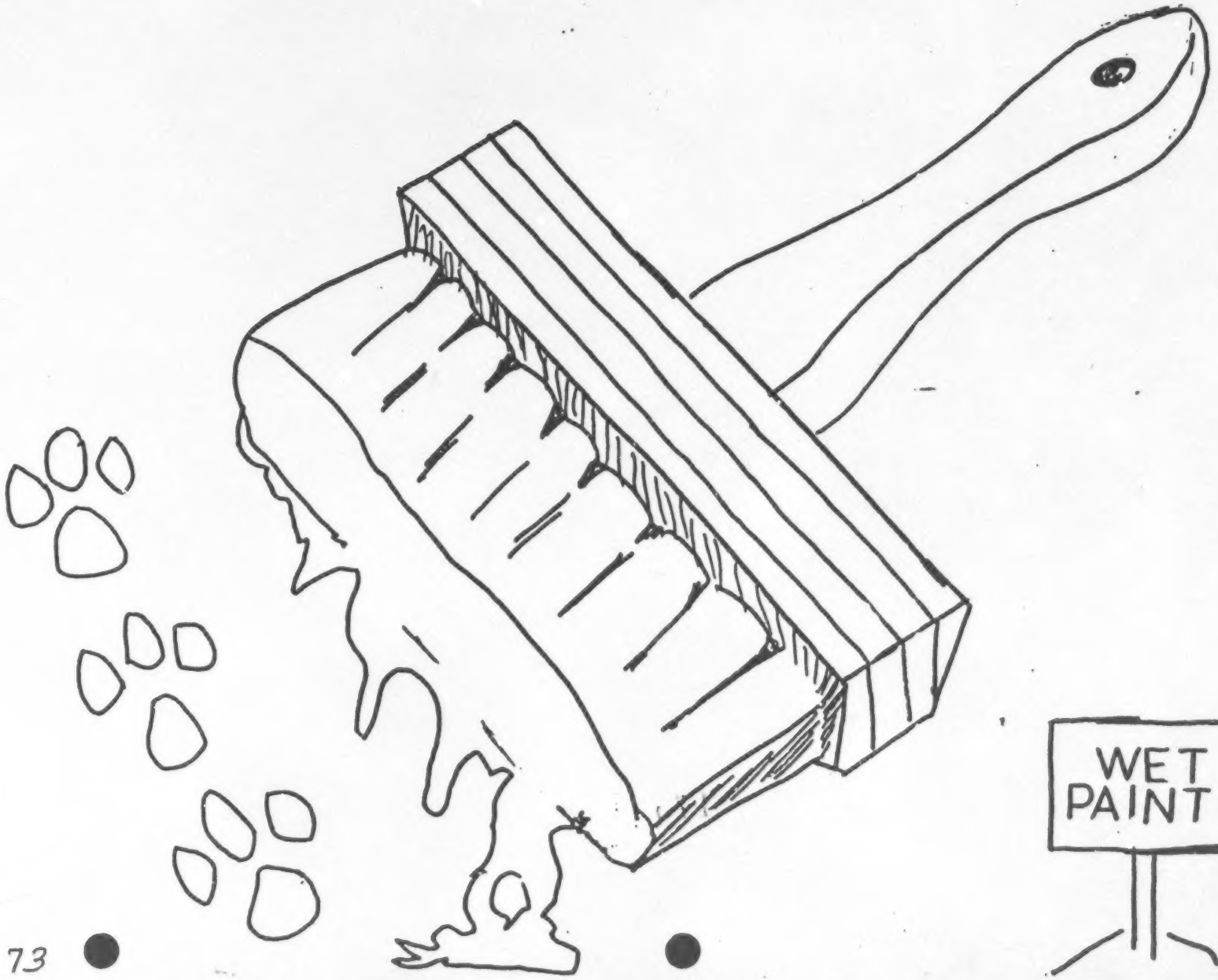
GASOLINE

COMBUSTIBLE

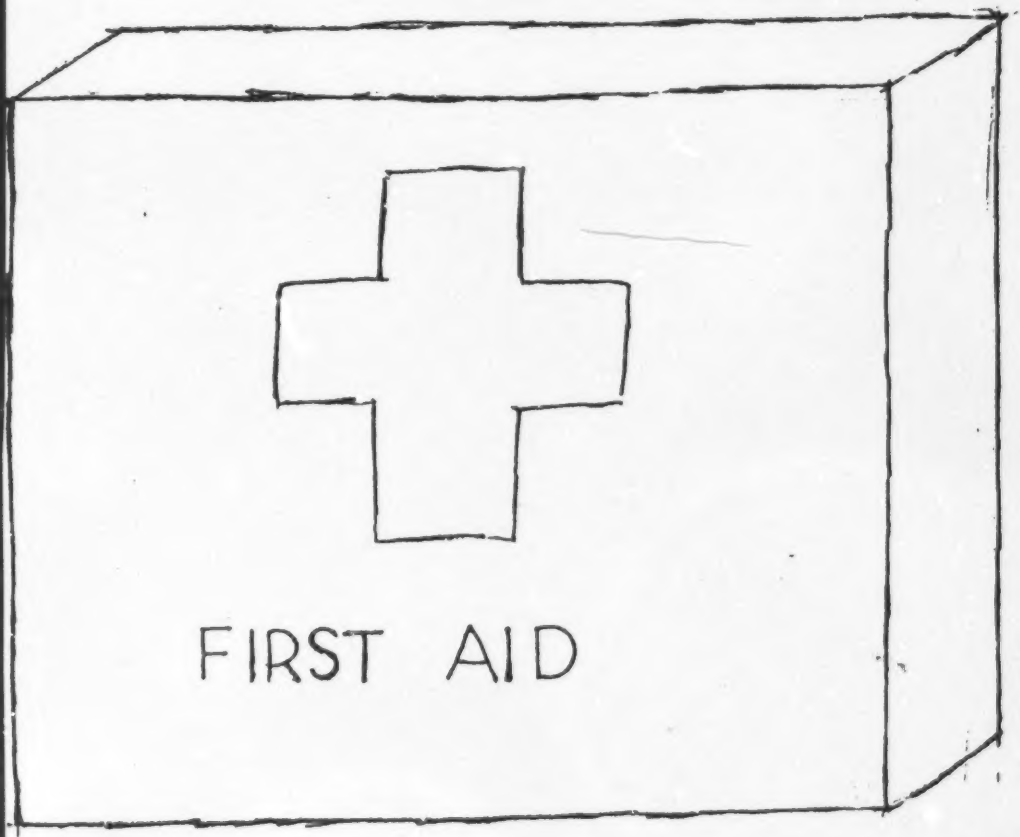
COMBUSTIBLE

BEWARE OF
DOG

BEWARE OF DOG


WET
PAINT

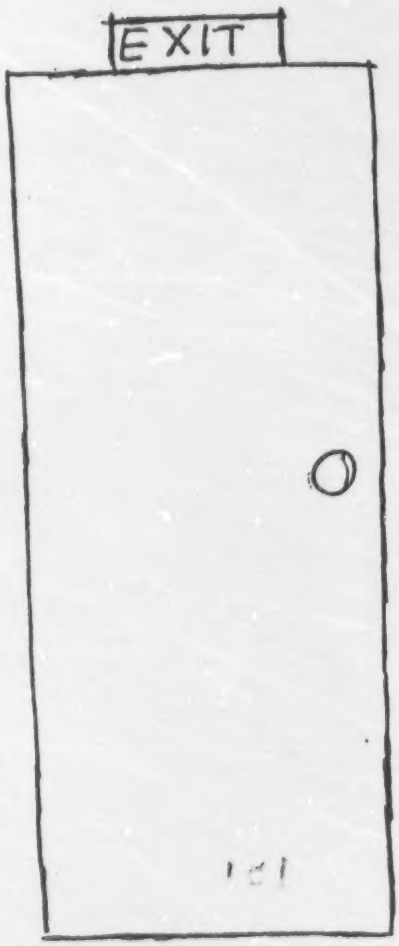
WET PAINT


FIRST AID

FIRST AID

NO HUNTING

NO HUNTING



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EXIT

BUS STATION

BUS
STOP

BUS STOP

BUS STATION